

Assessment Unit Four Column Report



Accommodative Services & Title IX

<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>SLO#1 FA2019 -SP2020 Students will maintain GPA. - SLO # 1 FA2019 - SP2020 Students with disabilities will receive additional support services to to increase or maintain their GPA.</p> <p>60% of the total students with disabilities receiving reasonable accommodations will maintain and/or improve their GPA to 2.0 or better.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Historical Assessment Perspective: 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>Client/Customer Service Survey - Student Satisfaction Surveys will be taken each semester. The survey will measure the level of student satisfaction with services provided.</p> <p>Criterion (Written in %): Eighty (80%) percent of all students surveyed will indicate being Very Satisfied with the services provided by OAS.</p> <p>Activity Schedule: Fall 2019 - Spring 2020 During each semester students with disabilities receiving accommodative services will be provided surveys to gauge their satisfaction.</p> <p>Related Documents:</p> <p>Student Satisfsction SURVEY for SPRING SUMMER FALL 2019 (1).pdf</p> <p>FALL 2019 Completed Student Satisfaction Surveys .pdf</p> <p>SPRING 2020 Completed Student Satisfaction Surveys.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met</p> <p>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 accommodations, interventions, and referrals provided. (02/25/2020)</p> <p>Growth Budget Implications/Effect: Under \$500</p> <p>Growth Budget Justification: There is no current need at this time for a growth budget adjustment.</p>	<p>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 Taker services, testing room/lab, and A.T. that will greatly improve the quality of services for the students. (02/25/2020)</p> <p>Implementation Status: While OAS has not received any formal recommendations for 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>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Not Met</p>	<p>Use of Summary Result: The Data Collection Status/Summary of</p>

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<p>SLO#1 FA2019 -SP2020 Students will maintain GPA. - SLO # 1 FA2019 - SP2020 Students with disabilities will receive additional support services to</p>	<p>Rubric - FA2019-SP2020 - OAS will compile a table displaying the GPA of each student receiving services at the end of each semester. Criterion (Written in %): Sixty (60%) of all students receiving services will have a GPA of 2.0 or higher. Activity Schedule: OAS will input the GPA of each student at the end of each semester. Related Documents: Year-End 2019 - Student GPA Cumulative GPA FALL 2019.xls Active Student Listing - Spring 2020.docx</p>	<p>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) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: No impact on budget. Related Documents: Year-End 2019 - Student GPA Cumulative GPA FALL 2019 (8).pdf</p> <p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: 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 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) Growth Budget Implications/Effect: Under \$500 Growth Budget Justification: There is no need to make any increase in the budget for OAS at this time.</p>	<p>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)</p> <p>Implementation Status: Due to the high level of student satisfaction with services of the Office of Accommodative Services, it will continue the same procedures. (04/01/2021)</p>

Student Learning Outcomes (SLOs)

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Use of Summary Results

to increase or maintain their GPA.

60% of the total students with disabilities receiving reasonable accommodations will maintain and/or improve their GPA to 2.0 or better.

SLO#1 FA2019 -SP2020 Students will maintain GPA.

- SLO # 1 FA2019 - SP2020 Students with disabilities will receive additional support services to to increase or maintain their GPA.

60% of the total students with disabilities receiving reasonable accommodations will maintain and/or improve their GPA to 2.0 or better.

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

- 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.

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

- 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,

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counseling sessions, and meetings with faculty.

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

- 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.

SLO Status: Completed the Assessment Cycle

Planned Assessment Cycle: Fall 2019 - Spring 2020

Start Date: 10/14/2019

End Date: 03/09/2020

Historical Assessment Perspective:

OAS will maintain efforts to provide timely supportive services and interventions for students with disabilities receiving accommodative services.

Rubric - Students receiving services will be provided referrals for tutoring from Project AIM, the Math Department, and Reach for College.

Criterion (Written in %): Sixty percent (60%) of students will receive referrals for services. Proof will be copies of the referral forms.

Activity Schedule: 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.

Related Documents:

[OAS Referral Form with new logo.doc](#)

[Referral for counseling services for student Oct. 1, 2019.pdf](#)

[Student emails of referrals for Math Tutoring FALL 2019.pdf](#)

[List of OAS students referred to Project AIM for tutoring.xlsx](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: 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)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: No change in budget.

Related Documents:

[2020 Report Evidence Meeting with Ron Santos regarding student Donovan N..pdf](#)

[Mid-Year 2020 Report Email to Tico Tenorio regarding meeting with student Romle I..pdf](#)

[Mid-Year 2020 Report Email informing Department Chairs and Faculty of GSAT Training Events.pdf](#)

[Mid-Year 2020 Report Evidence Email to Jose Munoz regarding DPHSS Trainings.pdf](#)

[List of OAS students referred to Project AIM for tutoring.xlsx](#)

[Student emails of referrals for Math Tutoring FALL 2019.pdf](#)

[Certificates for Grief Talk Training.pdf](#)

[Referral for counseling services for student Oct. 1, 2019.pdf](#)

Use of Summary Result: 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)

Implementation Status: All OAS receive referrals for tutoring as they are made available on campus. Referrals are also made for services from other agencies to include: Guam Behavioral, the VA, DISID, ISA Counseling at UOG. An Emergency Evacuation Chair for persons with disabilities was purchased by the Safety Department at the urging of OAS. This procurement was based on the need for a safe way to evacuate persons with disabilities. (10/07/2019)

Rubric - Certificates of training sponsored by OAS and sign-in sheets indicating that faculty and 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.

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met

All (100%) of the department chairs and their faculty were 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

Use of Summary Result: As a result of the data collected OAS will continue to work with increasing its communication and with faculty and in providing training opportunities for faculty in regards to specific disabilities

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	<p>Criterion (Written in %): Sixty (60%) of faculty and department chairs who meet with OAS will sign-in.</p> <p>Activity Schedule: FA2019-SP2020 - During each semester OAS will offered to meet with faculty and department chairs in regards to students with disabilities.</p> <p>Related Documents: Student Satisfaction Surveys - Evaluations for the Grief Talk Training.pdf Grief Talk Method Presentation Sign-in sheet September 9, 2019.pdf Certificates for Grief Talk Training.pdf Sign-in sheet for training for Project AIM staff and tutors Sign-in sheet for Ed Advisory Committee and Faculty.pdf 2019 Grief Talk Training Sign-in Sheets.pdf _2020 Report Evidence Meeting with Ron Santos regarding student Donovan N..pdf _Mid-Year 2020 Report Email to Tico Tenorio regarding meeting with student Romle I..pdf _Mid-Year 2020 Report Email informing Department Chairs and Faculty of GSAT Training Events.pdf _Mid-Year 2020 Report Evidence Adjunct Faculty Orientation Sign-in Sheet.pdf _Mid-Year 2020 Report Evidence Email to Jose Munoz regarding DPHSS Trainings.pdf</p>	<p>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>Growth Budget Implications/Effect: Under \$500</p> <p>Growth Budget Justification: 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>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> <p>Implementation Status: OAS has implemented the practice of reaching out to all department chairs and their faculty at the beginning and throughout each semester. (03/25/2021)</p>

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[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](#)
[Student GPA 2021 FALL SEMESTER - Copy.xlsx](#)

<p>SLO#1 FA2021 - SP2022 Budget Goal Students to maintain GPA. - SLO # 1 FA2021 - SP2022 Budget Goal Students to maintain GPA.</p> <p>SLO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2021 - Spring 2022</p> <p>Start Date: 10/11/2021</p> <p>End Date: 03/14/2022</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: OAS collected Monthly Progress Reports from Faculty. It also met with students experiencing difficulties. OAS made referrals for tutoring and other services.</p>	<p>Client/Customer Service Survey - Student Satisfaction Surveys were taken each semester. The survey measured the level of student satisfaction with services provided.</p> <p>Criterion (Written in %): Eighty (80%) percent of all students surveyed indicated being Very Satisfied with the services provided by OAS.</p> <p>Activity Schedule: Fall 2021</p> <p>Related Documents: Auto Fill - Student Satisfaction SURVEY Fall 2021.pdf FALL 2021 student satisfaction surveys.pdf</p>	<p>Reporting Period: Fall 2021 - Spring 2022</p> <p>Conclusion: Criterion Met</p> <p>During each semester students with disabilities receiving accommodative services were provided surveys to gauge their satisfaction. Twenty-seven (27) students, N = 27, filled out the Student Satisfaction Surveys. Out of the 27 surveys, 24 gave the rating of Very Good or higher. That is 24/27 or 80%. Therefore, the criterion was met. (11/15/2021)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: The data derived from the survey will indicate what services and A.T. may be needed to improve student satisfaction.</p> <p>Related Documents: Auto Fill - Student Satisfaction SURVEY Fall 2021.pdf FALL 2021 student satisfaction surveys.pdf</p>	<p>Use of Summary Result: The data gleaned will be used to guide and justify the procurement of needed A.T. and services for students with disabilities. It will also be used to further develop trainings for students and the faculty who work with them. Data will also be used to justify increase in ASL interpreter services and the purchase of specialized Assistive Technology. (11/15/2021)</p> <p>Implementation Status: At the end of SPRING 2022 OAS will be working to increase the number respondents to our surveys to provide a more accurate picture of student needs. It is hoped that with an increase in budget quality of services will increase through the purchase of A.T. and the procurement of adequate ASL</p>
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interpreter services. (11/17/2021)

SLO#1 FA2021 - SP2022 Budget Goal

Students to maintain GPA. - SLO # 1

FA2021 - SP2022 Budget Goal

Students to maintain GPA.

SLO#1 FA2021 - SP2022 Budget Goal

Students to maintain GPA. - SLO # 1

FA2021 - SP2022 Budget Goal

Students to maintain GPA.

SLO#2 FA2021 - SP2022 ISMP

Fostering 100% Student-Centered

Success - SLO#2 FA2021-SP2022 ISMP

Goal 2: Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs.

SLO#2 FA2021 - SP2022 ISMP

Fostering 100% Student-Centered

Success - SLO#2 FA2021-SP2022 ISMP

Goal 2: Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs.

SLO#2 FA2021 - SP2022 ISMP

Fostering 100% Student-Centered

Success - SLO#2 FA2021-SP2022 ISMP

Goal 2: Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs.

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:

OAS will maintain efforts to provide timely supportive services and

Rubric - Students receiving services were provided referrals for tutoring from Project AIM, the Math Department, English Department, and Reach for College.

Criterion (Written in %): 80% of the students who received accommodative services will be referred for tutoring and other services.

Activity Schedule: FA2021

Related Documents:

[FALL 2021 emails to students for English tutoring.pdf](#)

[FALL 2021 Math tutoring referrals emails.pdf](#)

Reporting Period: Spring 2021 - Fall 2021

Conclusion: Criterion Met

Eighty-two (82) students received services from OAS. N = 82. All 82 students received referrals for tutoring. That is $82/82 = 100\%$. Therefore, OAS met its criterion. (11/15/2021)

Growth Budget Implications/Effect: Under \$500

Growth Budget Justification: The data to be obtained will indicate how many students made use of the available tutoring services they were referred to. This data will be used to justify the possible hiring of tutors, the scheduling of presentations and workshops, and to support the tutoring programs offered by Reach for College, the Math Department, and the English Department.

Related Documents:

[FALL 2021 List of Students who signed for tutoring with](#)

Use of Summary Result: The data obtained will be used to justify the current services OAS provides. This information will be used to support the tutoring and mentoring provided by Reach for College, the Math Department, and the Math department. (11/16/2021)

Implementation Status: At the end of the assessment period changes will be made to streamline the tutoring referral process for students with disabilities. (11/16/2021)

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

interventions for students with
disabilities receiving accommodative
services.

[Reach for College.pdf](#)

Assessment Unit Four Column Report



Accounting AS

<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>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.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: 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>Textbook/Author Designed Tests - Students will complete a comprehensive project to apply the entire accounting cycle.</p> <p>Criterion (Written in %): Students completing the project will have an overall score of 75% or greater.</p> <p>Activity Schedule: Fall 2019</p> <p>Related Documents: Comp 1 Service.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met</p> <p>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)</p> <p>Growth Budget Implications/Effect: Under \$500</p> <p>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.</p> <p>Related Documents: Comp 1 comp1 AC211 A SAMPLE.pdf Ac211 Comp1 Sample B.pdf SLO#2 Perform Acctg Cycle Data Coll; COMP1&30001.pdf</p>	<p>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 the 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 and Managerial Accounting classes.</p> <p>Using Turbo Tax, QuickBook, and Zoom to continue updating students' learning and meeting the assessment criterion. (11/18/2019)</p> <p>Implementation Status: This is to justify a budget is needed to purchase Turbo Tax, Quick Book, and Zoom to advance the quality of teaching and prepare students for the certification tests.</p>

Student Learning Outcomes (SLOs)

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Use of Summary Results

(12/21/2019)

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

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

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: Encourage students to take certification classes such as Certified Bookkeeper or AHLEI Hospitality Financial Accounting

Industry/National Standardized Exams - Students will be encouraged to take certification courses such as Certified Bookkeeper Review or AHLEI Hospitality Financial Accounting.

Criterion (Written in %): 10% of students graduating with an AS in Accounting will take a course where they will earn a certification in accounting.

Activity Schedule: Spring 2020

Related Documents: [The Certified Bookkeeper Course for AA Programs.pdf](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: 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)

Growth Budget Implications/Effect: Over \$500

Growth Budget Justification: 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.

Reporting Period: Fall 2019 - Spring 2020

Use of Summary Result: Using Turbo Tax, Quick Book, and Zoom to teach and improve the quality of students' learning and to meet the assessment criterion. (09/17/2020)

Implementation Status: This is to justify a budget is needed to purchase Turbo Tax, Quick Book, and Zoom to advance the quality of teaching and prepare students for the certification tests. (12/21/2019) (02/22/2021)

Use of Summary Result: Using

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		<p>Conclusion: 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)</p> <p>Growth Budget Implications/Effect: Over \$500</p> <p>Growth Budget Justification: 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> <hr/> <p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Issues Found AC225 was cancelled Fall 2019 (10/12/2019)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: As course was cancelled due to no enrollment no data could be collected.</p>	<p>Turbo Tax, QuickBook, and Zoom to continue updating students' learning and meeting the assessment criterion. (11/18/2019) (02/24/2020)</p> <p>Implementation Status: This is to justify a budget is needed to purchase Turbo Tax, Quick Book, and Zoom to advance the quality of teaching and prepare students for the certification tests. (02/24/2020)</p> <hr/> <p>Use of Summary Result: Although AC 225 got canceled, using Turbo Tax, Quick Book, and Zoom can update students' learning, and ensure the faculty in meeting the assessment criterion in the next cycle. (11/13/2019) (11/13/2019)</p> <p>Implementation Status: This is to justify a budget is needed to purchase Turbo Tax, Quick Book, and Zoom to advance the quality of teaching and prepare students for the certification tests. (02/24/2020) (11/13/2019)</p>
<p>SLO#2 FA2019-SP2020-IDEA-Learning to apply course material - SLO#2 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</p>	<p>Course Projects - Comprehensive Problems</p> <p>Criterion (Written in %): 75% of Students taking the course will earn a 75% or better on this assessment.</p> <p>Activity Schedule: Spring 2020</p> <p>Related Documents: Comp 1 comp1 AC211 A SAMPLE.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Issues Found No IDEA Surveys conducted in Fall 2019 or Spring 2020 (09/16/2020)</p> <p>Growth Budget Implications/Effect: Under \$500</p> <p>Growth Budget Justification: College needs to administer the IDEA Survey.</p>	<p>Use of Summary Result: Recommend the IDEA Survey be done at least once each academic year. Using Turbo Tax, Quick Book, and Zoom, faculty can improve the quality of students' learning and ensure the faculty in meeting the assessment criterion.</p>

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<p>(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>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: None</p> <p>Historical Assessment Perspective: Using the IDEA survey for the first time to include in assessment.</p> <p>SLO#2 FA2019-SP2020-IDEA-Learning to apply course material - SLO#2 FA2019-SP2020-IDEA-Learning to apply course material--Upon successful completion of the AS in Accounting program, students will be</p>	<p>Ac211 Comp1 Sample B.pdf</p> <p>Reporting Period: Course Level Data Collection Status</p> <p>Conclusion: Issues Found</p> <p>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)</p> <p>Growth Budget Implications/Effect: Under \$500</p> <p>Growth Budget Justification: 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.</p> <p>Related Documents:</p> <p>Comp 4</p> <p>AC212 Comp 4</p> <p>Acctg IDEA.pdf</p>	<p>(02/22/2021)</p> <p>Implementation Status: This is to justify a budget is needed to purchase Turbo Tax, Quick Book, and Zoom to advance the quality of teaching and prepare students for the certification tests. (02/22/2021)</p> <p>Use of Summary Result: Using Turbo Tax, QuickBook, and Zoom to continue updating students' learning and meeting the assessment criterion. (02/22/2021) (01/07/2020)</p> <p>Implementation Status: AIER should administer the IDEA survey in Spring 2020. This is to justify a budget is needed to purchase Turbo Tax, Quick Book, and Zoom to advance the quality of teaching and prepare students for the certification tests. (01/07/2020)</p>	

Student Learning Outcomes (SLOs)

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

Use of Summary Results

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.

Curriculum Review - Curriculum Review

Curriculum Review - Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/11/2021

End Date: 03/08/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

Need to update to include ISMP

FA2021-SP2022 Curriculum Review - Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/11/2021

End Date: 03/08/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

Need to update to include ISMP

FA2021-SP2022 Curriculum Review - Curriculum Review

FA2021-SP2022 AC Curriculum

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

Review - Curriculum Review

FA2021-SP2022 AC Curriculum

Review - Curriculum Review

SLO Status: Curriculum Review

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: Program & Curriculum
Review

Historical Assessment Perspective:

Program and Curriculum Review

FA2021-SP2022 SLO # 0 AC

Curriculum Review - SLO # 0 FA2021-
SP2022 AC Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021

- Spring 2022

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: Program & Curriculum
Review

Historical Assessment Perspective:

Program & Curriculum Review

FA2021-SP2022 SLO # 0 AC

Curriculum Review - SLO # 0 FA2021-
SP2022 AC Curriculum Review

SLO # 3 FA2022-SP2023 Skills in

accounting career - SLO # 3 FA2022-
SP2023 Upon successful completion
of the AS in Accounting program,
students will be able to discuss skills
needed to sustain careers in
accounting.

<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>SLO # 3 FA2022-SP2023 Skills in accounting career - SLO # 3 FA2022-SP2023 Upon successful completion of the AS in Accounting program, students will be able to discuss skills needed to sustain careers in accounting.</p> <p>SLO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: The accounting program has two elective courses (AC225 Hospitality Financial Accounting and AC280 Certified Bookkeeper Review) that will allow students to review and take certification exams. We have brought in guest speakers from the industry (in person and online) to talk to students about the working skills needed to succeed. November 4, 2002 it was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.</p>	<p>Exit Interviews/Survey - Students will complete a survey on what skills will be needed in the field of accounting.</p> <p>Criterion (Written in %): 20% of the students majoring in accounting will complete the survey & rate skills necessary to sustain career.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: [SURVEY PREVIEW MODE] Accounting Graduate Survey.pdf Acctg Graduate Survey</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Criterion Not Met N=25, received 5 completed surveys after emailing about 25 graduates for a 20% response rate. Need current emails from graduates to improve response rate. Overall, students have rated their skills ranging from beginner to advanced. We need to focus on skills building and certification exams. (02/25/2023)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: Review the survey results to look for improvements. Accounting faculty should maintain content relevance by participating in continuing professional education, conferences locally and nationally to understand market and industry requirements.</p> <p>Related Documents: Results of Accounting Graduate Survey 2022.pdf</p>	<p>Use of Summary Result: Need to continue to expose students to professionals in the field and consider restarting the accounting pathways conference. (02/25/2023)</p> <p>Implementation Status: Plan to discuss with Advisory committee at March 24, 2023 will share survey results at meeting. 3/31 Forgot to mention this at advisory committee meeting as we discussed the updates and revisions for 2 accounting course guides (AC280 and AC292). (02/25/2023)</p>
<p>SLO # 3 FA2022-SP2023 ISMP Objective 1.2 Cultivate meaningful partnerships - SLO # 3 FA2022-SP2023 ISMP Objective 1.2 Cultivate meaningful partnerships to discuss skills needed to sustain careers in</p>	<p>Workshop/Conference/Training - pictures etc showing student involvement in presentations with professionals from AGA or AICPA</p> <p>Criterion (Written in %): 20% of the students majoring in accounting will</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Criterion Met N=106 attendees in AY 2022-2023 there have been 5 guest speakers who have motivated students in this major. On March 16 , we had 3 guest speakers ASC Trust & Wealth Management. Making a total of 8 guest speakers this AY so</p>	<p>Use of Summary Result: AY2021-2022 N=61 attendees students attended the meetings on campus or online. We had 5 guest speakers who met with the students; in AY 2022-2023, we</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>accounting</p> <p>SLO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: In the past partnered with the Association of Government Accountants (AGA) and the Guam Society of Certified Public Accountants to sponsor an Accounting Pathways Conference, where many of the guest speakers came from their membership. No conference has been held due to CoVID. In the past faculty attended off-island training & conferences such as the Teachers of Accounting at Two-Year Colleges annual conference. The last one attended was back in 2016. The requirement of institutional membership has made it practically impossible for faculty to establish partnerships/contacts/networks with other colleges and universities to allow students to transfer off-island to continue their studies. November 4, 2022 it was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated</p>	<p>attend a meeting, workshop, conference, training with an industry professional to learn what necessary skills they need to sustain chosen career.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: AGA 03 - 2021 Sept Guahan Gaseta.pdf</p>	<p>far as of 3/31/23. (02/25/2023)</p> <p>Growth Budget Implications/Effect: Under \$500</p> <p>Growth Budget Justification: Membership dues and certification fees should be allocated in the budget for accounting faculty. In the past, the dean's office has been able to shoulder the costs as it was not in the accounting program budget.</p> <p>Related Documents: AJA Meetings Attendees & Speakers AY2021-Feb2023.pdf AJA Minutes AY2022-23&2021-2022.pdf</p>	<p>had N=106 attendees, this is an increase of 74% compared to the prior year. The Association of Junior Accountants, GCC student organization has been instrumental in building an accounting social network and resource group for students. Having the students partnered with mentors from the AGA and AICPA (GSCPAs) to sponsor and accounting conference will be our next goal. (02/25/2023)</p> <p>Implementation Status: Depending on the Association of Junior Accountants leadership and ability to get financial support from AGA or GSCPAs will determine if a Accounting Pathways conference will be on the radar for AY 2023-2024. (02/25/2023)</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

to ensure students' learning success.

SLO # 3 FA2022-SP2023 ISMP

Objective 1.2 Cultivate meaningful partnerships - SLO # 3 FA2022-SP2023 ISMP Objective 1.2 Cultivate meaningful partnerships to discuss skills needed to sustain careers in accounting

SLO # 3 FA2022-SP2023 IDEA #1

Gaining factual knowledge - SLO # 3 FA2022-SP2023 IDEA #1 Gaining factual knowledge (terminology, classifications, methods, trends)

SLO # 3 FA2022-SP2023 IDEA #1 Gaining factual knowledge - SLO # 3 FA2022-SP2023 IDEA #1 Gaining factual knowledge (terminology, classifications, methods, trends)

SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

Historical Assessment Perspective:

Recently the projector in C23 has been acting up, we have a backup projector in the room but consideration for an interactive smartboard is necessary. It will integrate well with the Cengage Unlimited platform used in 75% of the accounting courses. The college has been administering the IDEA survey yearly, each faculty member receives their results to review for

Faculty-developed tests - Students will complete a faculty developed test which includes multiple choice questions, fill in the blanks, essays etc to test their factual knowledge in accounting.

Criterion (Written in %): Students taking faculty-developed tests on factual knowledge will have an overall score of 70% or greater in AC150 and AC212 course, evidenced by passing the classes with a C or better.

Activity Schedule: Fall 2022

Related Documents:

[AC C7 Q.pdf](#)

[FedTax I Exam Sample.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met

Fall 2022 in AC212 N=9 students. Sampled two quizzes Ch 13 Corporations and Ch 20 Process Cost Systems. In these two sampled quizzes, 100% of the students had a score of 70% or greater. Overall all students passed the class, only 7 though had a score of 70% or better, the 2 remaining got a score in the 60% range. Spring 2023 in AC212 N =11 students, are in the class and one student failed both quizzes, but has done well on the other quizzes. All 11 students are still persisting with the class - no one has withdrawn from the class.

Fall 2022 in AC150 N=22 students. Sampled quizzes. Overall, 100% passed with a score of 70% or better. Only one student failed with an incomplete/no attendance, based on the assessments used. Spring 2023, the AC250 course which is an elective for the AS Accounting Program, had 12 students register for the course. This class is a continuation of AC150. In accounting classes, one of the challenges is that students have different levels of technology and in particular for the AC150 class, it was divided whereas more than half were online. (02/25/2023)

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

Growth Budget Justification: The program continues to use Cengage Unlimited in most of its classes. The system allows

Use of Summary Result: Need improved WiFi connectivity for students who are utilizing their own devices on campus. Students enjoy using the LMS platform available from Cengage Unlimited but need consistent Wifi. When class was moved to the D-Wing students were happy with the desktop PCs connectivity and even commented that the WiFi was faster on their devices in the D Wing classrooms.

The accounting program and business and visual communication department needs state of the art technology to maintain the highest level of currency in information for students to succeed in these majors. The teaching of factual knowledge has been met with the use of technology per the faculty developed tests but upon

<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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improvement. What needs to be done now is to review as a whole how the surveys correlate with student performance and responses to the graduate survey. it was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

for online assessments and e-books that are convenient, accessible anywhere and more cost effective for students. Internet - Wifi needs to improve on campus for students to quickly access the classroom resources online. The breakdown of the air-conditioner in C23 led to the class being moved to D7 a computer lab classroom. In this classroom, the students remarked how much quicker their access to Cengage was. We may need to budget in the future that the accounting classes be in a computer lab classroom with state of the art technology (Promethian or smartboard not just projector).

Related Documents:

[AC212 Q 13 & 20 Results F22S23.pdf](#)

students rating their skills after graduation, they rank themselves more in the beginner and intermediate range. (02/25/2023)
Implementation Status: Due to budgetary and funding issues getting current computers and equipment for the accounting classroom has been challenging. We should consider charging a technology fee for accounting courses similar to office technology. (02/25/2023)

Assessment Unit Four Column Report



Admin - SAMPLE

<i>Outcomes Description</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description</i>	<i>Data Collection (N=?)</i>	<i>Status/Summary of Results</i>	<i>Use of Summary Results</i>
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AUO 1 - This is the description of AUO 1

Student Satisfaction - students will be satisfied with services provided.....

AUO 1 (Copied on 08/08/2023, 14:32:34) for Test - This is the description of AUO 1

Assessment Unit Four Column Report



Admissions & Registration Office

<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>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: Completed the Assessment Cycle Planned Assessment Cycle: Fall 2019 - Spring 2020 Start Date: 10/14/2019 End Date: 03/08/2020 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.</p>	<p>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</p>	<p>Reporting Period: Spring 2021 - Fall 2021 Conclusion: Criterion Not Met Unable to complete assessment due to COVID. (03/31/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: None Related Documents: Executive-Order-2020-04-1.pdf</p>	<p>Use of Summary Result: Unable to complete assessment due to COVID. Resources had to be allocated to moving Admissions & Registration day-to-day and customer service operations from face to face to online in accordance with Executive Order 2020-04. (04/05/2021) Implementation Status: Unable to complete assessment due to COVID. Resources had to be allocated to moving Admissions & Registration day-to-day and customer service operations from face to face to online in accordance with Executive Order 2020-04. (04/05/2021)</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

in October.

Related Documents:

[Student Record.pdf](#)

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

Modernizing and Expanding Infrastructure and Technology

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

Modernizing and Expanding Infrastructure and Technology

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

Modernizing and Expanding Infrastructure and Technology

SLO Status: Completed the Assessment Cycle

Planned Assessment Cycle: Fall 2020 - Spring 2021

Start Date: 10/14/2019

Directly related to Objective

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Criterion Not Met
Unable to complete assessment due to COVID. (03/31/2021)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: None

Related Documents:

[Executive-Order-2020-04-1.pdf](#)

Use of Summary Result: Unable to complete assessment due to COVID. Resources had to be allocated to moving Admissions & Registration day-to-day and customer service operations from face to face to online in accordance with Executive Order 2020-04 (04/05/2021)

Implementation Status: Unable to

<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>End Date: 03/09/2020</p> <p>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.</p>	<p>Directly related to Objective</p> <p>Employee-Faculty Satisfaction Survey - Two surveys will be sent out to the faculty in late December or early January. The first survey will 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.</p> <p>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.</p> <p>Activity Schedule: Survey One: Late December/early January Survey Two: End of January/early February</p> <p>Related Documents: Preliminary Templates for Assessment.pdf</p>	<p>complete assessment due to COVID (04/05/2021)</p>	
<p>SLO#1 - FY2023 Budget Goal - Quality Assurance: Maintain accurate student records, degree completion audits and effective tracking of students' progress towards graduation.</p> <p>SLO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry</p>	<p>Training Plan - Upon successful completion of Ellucian Banner testing, the Admissions & Registration team will conduct training to GCC staff who oversee the admissions and registration process for their respective departments. Additionally, the Admissions & Registration team will conduct satisfaction surveys with</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Criterion Not Met N=0; GCC's current Banner 8 Admissions Self Service module is not included in the Banner 9 upgrade.; the Admissions & Registration department was not able to conduct the student survey. (03/14/2023)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p>	<p>Use of Summary Result: Registrar will research "Online Admissions" via BANNER Self-Service and provide the results of the research. For example, cost, etc. (03/14/2023)</p> <p>Implementation Status: No implementation schedule at this time. (03/14/2023)</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: N/A
Historical Assessment Perspective:
 The Admissions & Registration team will collaboratively work with various GCC stakeholders to test the underutilize components of Ellucian Banner to ensure accurate student records and degree completion audits (DegreeWorks) to effectively track student progress towards graduation.

SLO#1 - FY2023 Budget Goal - Quality Assurance: Maintain accurate student records, degree completion audits and effective tracking of students' progress towards graduation.

SLO#1 - FY2023 Budget Goal - Quality Assurance: Maintain accurate student records, degree completion audits and effective tracking of students' progress towards graduation.

SLO#2 - FY2023 ISMP Goal - Fostering 100% Student-Centered Success - Implement innovative strategies and practice flexibility in meeting student needs.

SLO#2 - FY2023 ISMP Goal - Fostering 100% Student-Centered Success - Implement innovative strategies and practice flexibility in meeting student needs.

SLO#2 - FY2023 ISMP Goal - Fostering 100% Student-Centered Success - Implement innovative strategies and practice flexibility in meeting student needs.

SLO Status: Currently being assessed

students regarding the NEW "Online Admissions" process via Google Forms.

Criterion (Written in %): At least eighty (80%) of the survey respondents will indicate that the new process is efficient.

Activity Schedule: The survey will be emailed to students after the completion of their Admissions process.

Individual interviews - The Admissions & Registration team will keep all supporting documents electronically and Registrar will analyze the information and provide a synopsis of the interviews.

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

At the start of the each semester, at least 10% of registered students will not attend any of their courses. As a means to assist these students, the Registrar will run the attendance tracker report, identify those non-attending student, and the Admissions & Registration team will contact the students to follow-up on their status.

Criterion (Written in %): At least seventy percent (70%) of respondents will indicate that satisfaction of this initiative.

Activity Schedule: This process will be conducted every semester (fall, spring, and summer).

Assessment Unit Four Column Report



Adult High School Diploma Program (AHS)

<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>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 knowledge and skills acquired through experience and education to become more productive in the workforce. 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: 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.</p>	<p>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 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)). Criterion (Written in %): 90% will earn a National Career Readiness Certificate (NCRC). Activity Schedule: Fall 2019 and Spring 2020 Related Documents: Assessments - ACT WorkKeys ACT.pdf Adult Ed. Courses.pdf</p>	<p>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 a National Career Readiness Certificate (NCRC). *Please note that spring semester is ongoing. (03/09/2020) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A</p>	<p>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 submitted to CRC this spring 2020 and revisions will be implemented in fall 2020. (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

act.org)

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 knowledge and skills acquired through experience and education to become more productive in the workforce.

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

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

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:

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.

Student Satisfaction Survey -

Satisfaction survey will be used to gauge 100% student-centered success.

Criterion (Written in %): There are 113 AHS students enrolled, of the 113, 80% will indicate that they were satisfied with the wrap-around services provided to them.

Activity Schedule: Spring 2020

Related Documents:

[SP20 Tutoring Satisfaction Survey.pdf](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Issues Found

The collection of data is ongoing. (03/09/2020)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: N/A

Use of Summary Result: Summary of results will be reported at the end of spring 2020 semester. (03/09/2020)

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

SLO Status: Completed the

Industry/National Standardized Exams - The National Career

Readiness Certificate (NCRC) is recognized by employers nationwide. Individuals demonstrate

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

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

<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>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: 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.</p> <p>SLO#3 FA19-SP20 IDEA - Learning to apply course materials (to improve thinking, problem-solving, and decisions)</p>	<p>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</p>	<p>a National Career Readiness Certificate (NCRC). (03/09/2020) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: 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) 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)</p>
<p>SLO #1 FA2022 - SP2023 Demonstrate proficiency in reading writing - SLO #1 FA2022 - SP2023 Upon successful completion of the Program, students will be able to demonstrate proficiency in reading writing speaking and listening language, and mathematical skills necessary for the workplace and post secondary education.</p> <p>SLO #1 FA2022 - SP2023 Demonstrate proficiency in reading writing - SLO #1 FA2022 - SP2023 Upon successful completion of the</p>	<p>Federal Regulations - The student is assessed through the Comprehensive Adult Student Assessment System (CASAS), per</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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<p>Program, students will be able to demonstrate proficiency in reading writing speaking and listening language, and mathematical skills necessary for the workplace and post secondary education.</p> <p>SLO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: CASAS assessment data are used to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction or readiness to exit adult education and enter either Adult High School Diploma Program or take the GED.</p>	<p>federal regulation.</p> <p>Criterion (Written in %): Of all the CASAS Test Takers, 25% or more will move forward to either ABE Program, AHSDP or GED exam.</p> <p>Activity Schedule: The tool will be used annually.</p> <p>Related Documents:</p> <p>AHSDP_PostTest_sample_Dec2022_skillsprofile.pdf</p> <p>AEP_Assessment Tool_NRS Data Integrity Report_grantyr_07012022 thru 06302023ytt.pdf</p>	
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<p>SLO #2 FA2022 - SP2023 ISMP Goal 1: Advancing Workforce Development and Training - SLO #2 FA2022 - SP2023 ISMP Goal 1 Advancing Workforce Development and Training , Objective 1.2 Cultivate meaningful partnerships.</p> <p>SLO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective:</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

The ISMP -- Advancing workforce development and training is directly aligned with the States WIOA Title II, Adult Education, and Family Literacy Act GCC Assessment Policy Guidelines whereas it states, "bill 176-31 (LS) was signed into law on September 30, 2011, as Public Law 31-99 primarily to recognize the purpose of GCC, "shall be to establish career and technical education, and other related occupational training and education courses of instruction aimed at developing educated and skilled workers for Guam."

SLO #2 FA2022 - SP2023 ISMP Goal 1: Advancing Workforce Development and Training - SLO #2 FA2022 - SP2023 ISMP Goal 1 Advancing Workforce Development and Training , Objective 1.2 Cultivate meaningful partnerships.

SLO #3 FA2022 - SP2023 IDEA Developing skills orally or writing - SLO #3 FA2022 - SP2023 IDEA. Developing skills in expressing oneself orally or in writing.

SLO #3 FA2022 - SP2023 IDEA Developing skills orally or writing - SLO #3 FA2022 - SP2023 IDEA. Developing skills in expressing oneself orally or in writing.

SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023

*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

Historical Assessment Perspective:

The ISMP -- Advancing workforce development and training is directly aligned with the States WIOA Title II, Adult Education, and Family Literacy Act GCC Assessment Policy Guidelines whereas it states, "bill 176-31 (LS) was signed into law on September 30, 2011, as Public Law 31-99 primarily to recognize the purpose of GCC, "shall be to establish career and technical education, and other related occupational training and education courses of instruction aimed at developing educated and skilled workers for Guam."

Assessment Unit Four Column Report



Advisement and Career Placement Office

<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>(2020-2021) SLO#2 ISMP GOAL #2 Foster 100% Student-Centered Success - SLO#2 (2020-2021) GOAL #2: Foster 100% Student-Centered Success</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/15/2021</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Academic Advisement and Career Placement office provides students support and guidance with enrolling, persisting and transitioning into college/careers.</p>	<p>Student Satisfaction Survey - Student Satisfaction Survey</p> <p>Criterion (Written in %): 80% of students will indicate they are satisfied with the services provided by Advisement/Career Placement.</p> <p>Activity Schedule: Fall 2020-Spring 2021</p> <p>Related Documents: 2020-2021 Advisement Service Feedback Survey - Google Forms.pdf</p>	<p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Criterion Met</p> <p>SLO#2 2020-2021 Academic Advisement Feedback (Fall 2020)</p> <p>DATA: ACADEMIC ADVISEMENT FEEDBACK SURVEY (Fall 2020)</p> <p>During this assessment period, the Program Specialist of Academic Advisement & Career Placement with two other Program Specialist assisted with advisement coverage during the Christmas break (Fall 2020). There were 514 post-secondary students who received academic services between December 2020 through January 2021.</p> <p>n=35 students responded to the Academic Advisement Feedback survey (6.8% response rate).</p> <p>Ninety-seven (97.1%) of GCC students rated the academic services they received between satisfied or very satisfied, and 2.9% of GCC students indicated they were neither satisfied nor dissatisfied. (03/07/2021)</p> <p>Growth Budget Implications/Effect: Over \$500</p> <p>Growth Budget Justification: A growth budget can support personnel for Academic Advisement & Career Placement services to increase enrollment, recruitment, and retention efforts. The following are proposals to justify an increase in AACP's budget.</p> <ol style="list-style-type: none"> 1. A Program Coordinator to assist with employment program for student ambassadors/peer mentors and 	<p>Use of Summary Result: The assessment results revealed a decline in advisement services compared to 2019-2020. However, this is also attributed to the COVID-19 pandemic situation. The results show a 97.1% satisfaction rate in academic services from December 2020 to January 2021. With more personnel for the Academic Advisement & Career Placement Office and support with the advisement coverage team, recruitment and retention efforts can be made with community and employer outreach, student recruitment through presentations, follow-ups, and academic/career support services. (03/07/2021)</p> <p>Implementation Status: As of 3/07/21 no implementation status. (03/07/2021)</p>

Student Learning Outcomes (SLOs)

Artifact/Instrument/Rubric /Method/Tool Description (N=?)

Use of Summary Results

community relations.
2. Students for the summer or Christmas break employment program(s). Student ambassador/peer mentor duties may include assisting other GCC students with navigating the MyGCC during the peak season, peer advising while navigating the GCC Degree Works.
3. Paying adjunct faculty assigned to AACP for additional summer career activities, advisement coverage, and following-up on students or potential students.
4. Peer mentors may provide the following, with FERPA and peer training, but not limited to reviewing students' resumes, co-presenting mock interview trials, and collaborating with the community on career-related activities.

Related Documents:

[FA 2020-2021 Advisement Service Feedback RESULTS.pdf](#)

(2020-2021) SLO#2 ISMP GOAL #2

Foster 100% Student-Centered

Success - SLO#2 (2020-2021) GOAL #2: Foster 100% Student-Centered Success

(2020-2021) SLO#1: Career Services

Feedback - SLO#1: (2020-2021) 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.

(2020-2021) SLO#1: Career Services Feedback - SLO#1: (2020-2021) 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.

SLO Status: Completed the Assessment Cycle

Planned Assessment Cycle: Fall 2020

Student Satisfaction Survey - Resume Survey Feedback

Criterion (Written in %): 80% of students will identify that the resources/activities are useful information to meet their goal(s) in preparing for their job/career.

Activity Schedule: Fall 2020-Spring 2021

Related Documents:

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Criterion Met
CAREER SERVICES FEEDBACK (RESUME REVIEW FEEDBACK)
SLO#1: (2020-2021)

n=15 (38.46% response rate out of 39 students- post-secondary and adult education, who received virtual resume review services from Academic Advisement & Career Placement Office).

Use of Summary Result:

1. Add a follow-up section that will ask respondents to explain their responses if their responses were neutral or negative in the rating system.

2. Justification provided for budget growth
(a) To expand services and

<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 2021 Start Date: 10/12/2020 End Date: 03/15/2021 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: Academic Advisement and Career Placement office provide students with support and guidance with enrolling, persisting, and transitioning into college/careers.</p>	<p>2020-2021 Resume Service Feedback Form.pdf</p>	<p>93.4% (14) of students indicated that the resources and information they received were useful or very useful. 6.7% (1) student indicated that the resources/information from the resume session were neither useful nor not useful.</p> <p>100% (n=15) of students indicated that they gained useful knowledge and skills that helped them with their goal to develop a resume relative to their job search.</p> <p>Additional responses:</p> <p>Students indicated what they felt was the most valuable information/service they learned from their resume review session(s):</p> <ul style="list-style-type: none"> * The 3 R's of Resume Writing *This has definitely gave me a better understanding of how my resume should look like. *More knowledge on how to set my goals *Learning how to outline a resume * You can use organization membership as work experience <p>Recommendations/comments:</p> <ul style="list-style-type: none"> *Thank you Mrs. Sison! The session was well informative and communication skills is beyond what I was expecting! Stay safe! *It is a great thing to keep going. *I highly recommend the continued use of Google Docs app when working with Mrs. Sison. I felt like it was so much more to absorb to see the difference being made and learning to make a resume specific to you. (03/07/2021) <p>Growth Budget Implications/Effect: Over \$5,000 Growth Budget Justification: Academic Advisement and Career Placement (AACP) is a 50/50 student support service operation per academic year. In addition to Career Services, the Program Specialist covers Academic Advisement services during the academic peak seasons (Dec-Jan, May-Aug, Spring break) while faculty are on their breaks. In 2020-2021, AACP Program Specialist conducted 60+ resume reviews (Career Services) during Fall 2020 and Spring 2021, but only Fall 2020 surveys were provided in this report. To</p>	<p>activities for students and employers (b) To invest in a Career Services Management system for AACP team to track, report, and link students and employer services with a tracking system. (03/07/2021)</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

reasonably manage the resume reviews and reiterations, as a one-person operation, the Program Specialist strategically targeted several CS151-Windows Application classes. This strategy allows the Program Specialist to capture as many students coming from various programs and who are at different credit levels in their program. Students ranged from being new, continuing, preparing for practicum, or those anticipating graduation for the academic year.

The AACP office is the only student service office without 100% administrative support. To augment providing career workshops, it was necessary for the AACP office to collaborate through the years with Assessment & Counseling, Project AIM (TRiO), and Center for Student Involvement. This collaboration allowed these student services teams to coordinate GCC Student's conferences each semester. The student conferences featured students' workshops to build their academic and career preparation skills. AACP would like to provide more student career services and build more employer activities, with a dedicated administrative team, and to purchase a Career Services Management (CSM) system. The CSM can aid the Program Specialist and team to efficiently collect career services data. A CSM system can also manage employer's job-posting and link students with employers after the AACP team screens both job-posting and students' resumes to link and capture placement data.

Related Documents:

[AACP FA 2020 Resume Service Feedback RESULTS.pdf](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met

N=48 student resumes were reviewed. (12/20/2019)

Growth Budget Implications/Effect: Over \$500

Growth Budget Justification: 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

Use of Summary Result:

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

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
	<p>Advisement & 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>e-portfolio by GCC for students should be considered as part of the system. (12/20/2019)</p> <p>Implementation Status: An Academic & Career Advisement proposal was submitted by secondary faculty, post-secondary faculty, and the Academic Advisement Career Placement Program Specialist in Fall 2019. The proposal was intended to revisit GCC's academic and career advisement strategies based on best practices, solicit support for professional development for advisors, and implement a student focus group for feedback on advisement services. However, the Academic Advisement proposal was not reviewed by the former Academic Vice President (AVP) who retired in 2020. Therefore, the review of the Academic Proposal is still pending. Other academic issues took precedence since the COVID-19 pandemic in 2020.</p> <p>An e-portfolio was not purchased without supporting evidence. Management may consider and support an e-portfolio as an institutional-wide initiative for students to document their GCC projects, service learning, practicum, and resumes in preparation for transitioning into the workforce. Despite the pandemic, the Program Specialist of Academic Advisement & Career</p>

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

Placement continued to use the coaching approach to invoke student's critical thinking skills as students develop their resumes. The Program Specialist empowered students to articulate into their resumes the learning outcomes from class projects, lessons, practicum, club organizations, and life experiences. (03/07/2021)

Assessment Unit Four Column Report



AIER/CCA

<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>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.</p> <p>AUO Status: Currently being assessed</p> <p>Historical Assessment Perspective: 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 portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning and readiness.</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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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.

ISMP 2020-2026 - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training
SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success
SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance
SLO #2 FA2019-SP2020 ISMP-Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology
AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2021 - Spring 2022
Start Date: 10/12/2021
End Date: 10/12/2022
Program Level SLO Industry

Employee-Faculty Satisfaction Survey -
<https://docs.google.com/forms/d/1hnfZYbi1RSOM0MhS5K7HgRsH5oaJ9ELVIFXkjm0FGOc/edit?usp=sharing>
Criterion (Written in %): At least 70% will express satisfaction with the health services provided at the Health Center.
Activity Schedule: The customer service survey will be conducted on a regular basis upon completion of most health services provision.

*Administrative Unit
Outcomes (AUOs)*

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

Use of Summary Results

National Certification: N/A

Historical Assessment Perspective:

A survey will be used to gauge clients' feelings, observations, suggestions (input) for future growth and improvement.

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.

ISMP 2020-2026 - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training
SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success
SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance
SLO #2 FA2019-SP2020 ISMP-Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA - SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)
SLO #3 FA2019-SP2020 IDEA_Learning fundamental principles, generalizations, or theories
SLO #3 FA2019-SP2020 IDEA-Learning

<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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to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA- Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA- Developing skill in expressing oneself orally or in writing

SLO #3 FA2019-SP2020 IDEA- Learning how to find and use resources for answering questions or solving problems

SLO #3 FA2019-SP2020 IDEA- Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA- Learning to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA- Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA - SLO #3 FA2019-SP2020 IDEA- Gaining factual

<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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knowledge (terminology, classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)
 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 #3 FA2019-SP2020 IDEA-Acquiring skills in working with others as a member of a team
 SLO #3 FA2019-SP2020 IDEA-Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
 SLO #3 FA2019-SP2020 IDEA-Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view

<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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SLO #3 FA2019-SP2020 IDEA-
Acquiring an interest in learning more
by asking questions and seeking
answers

Historical Assessment Perspective: .

ISMP 2020-2026 COPY - SLO #2
FA2019-SP2020 ISMP-Advancing
Workforce Development and Training
SLO #2 FA2019-SP2020 ISMP-
Fostering 100% Student-Centered
Success
SLO #2 FA2019-SP2020 ISMP-
Leveraging Transformational
Engagement and Governance
SLO #2 FA2019-SP2020 ISMP-
Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-
Modernizing and Expanding
Infrastructure and Technology

Historical Assessment Perspective:

Discuss how your unit's assessment
history informs this current
assessment or how this current
assessment will inform future
improvement efforts.

ISMP 2020-2026 COPY - SLO #2
FA2019-SP2020 ISMP-Advancing
Workforce Development and Training
SLO #2 FA2019-SP2020 ISMP-
Fostering 100% Student-Centered
Success
SLO #2 FA2019-SP2020 ISMP-
Leveraging Transformational
Engagement and Governance
SLO #2 FA2019-SP2020 ISMP-
Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-
Modernizing and Expanding
Infrastructure and Technology

<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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**SLO #3 FA2019-SP2020 IDEA COPY-
Learning how to find and use
resources for answering questions or
solving problems** - SLO #3 FA2019-
SP2020 IDEA-Gaining factual
knowledge (terminology,
classifications, methods, trends)
SLO #3 FA2019-SP2020
IDEA_Learning fundamental
principles, generalizations, or theories
SLO #3 FA2019-SP2020 IDEA-Learning
to apply course material (to improve
thinking, problem solving, and
decisions)
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 #3 FA2019-SP2020 IDEA-
Acquiring skills in working with others
as a member of a team
SLO #3 FA2019-SP2020 IDEA-
Developing creative capacities
(writing, inventing, designing,
performing in art, music, drama, etc.)
SLO #3 FA2019-SP2020 IDEA-Gaining
a broader understanding and
appreciation of intellectual/cultural
activity (music, science, literature,
etc.)
SLO #3 FA2019-SP2020 IDEA-
Developing skill in expressing oneself
orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning
how to find and use resources for
answering questions or solving
problems
SLO #3 FA2019-SP2020 IDEA-

<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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Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY-Learning how to find and use resources for answering questions or solving problems - SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)
 SLO #3 FA2019-SP2020 IDEA_Learning fundamental principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)
 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 #3 FA2019-SP2020 IDEA-Acquiring skills in working with others as a member of a team
 SLO #3 FA2019-SP2020 IDEA-Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature,

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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etc.)

SLO #3 FA2019-SP2020 IDEA-

Developing skill in expressing oneself orally or in writing

SLO #3 FA2019-SP2020 IDEA-Learning

how to find and use resources for answering questions or solving problems

SLO #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

AUO Status: Currently being assessed

Planned Assessment Cycle: Fall 2020 - Spring 2021

Start Date: 10/12/2021

End Date: 10/12/2022

Historical Assessment Perspective:

SLO #3 IDEA (Using the HSC Survey/Questionnaire)

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

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

*Administrative Unit
Outcomes (AUOs)*

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

Use of Summary Results

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:

Use and implement results from previous cycle.

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.

SLO#2 FA2021-SP2022 ISMP:

Fostering 100% Student-Centered Success - SLO#2 FA2021-SP2022

ISMP#2: Fostering 100% Student-Centered Success

ISMP#2: Fostering 100% Student-Centered Success

SLO#2 FA2021-SP2022 ISMP:

Fostering 100% Student-Centered Success - SLO#2 FA2021-SP2022

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

Historical Assessment Perspective:

Use and implement results from

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

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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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

Historical Assessment Perspective:

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)

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

FA2022-SP2023 CURRICULUM

REVIEW - FA2021-SP2022

CURRICULUM REVIEW

FA2022-SP2023 CURRICULUM

REVIEW - FA2021-SP2022

CURRICULUM REVIEW

AUO Status: Curriculum Review

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

Program will be under curriculum review this year.

Assessment Unit Four Column Report



Assessment & Counseling

<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>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.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Historical Assessment Perspective: Not tied to previous assessment</p> <p>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.</p>	<p>Workshop/Conference/Training - Evaluation Survey</p> <p>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.</p> <p>Activity Schedule: FA2019-SP2020 The evaluation will be administered after the Work Ethic workshop.</p> <p>Related Documents: Workshop Evaluation Survey.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met</p> <p>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)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p> <p>Related Documents: Work Ethic - Evaluation Summary.pdf</p>	<p>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)</p> <p>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)</p>
<p>SLO #2 - Post Secondary Fall 2019 - Spring 2020 Modernizing and expanding infrastructure and technology - FA2019-SP2020 Modernizing and expanding</p>			

Student Learning Outcomes (SLOs)

Artifact/Instrument/Rubric /Method/Tool Description (N=?)

Use of Summary Results

infrastructure and technology

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

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 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..

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)

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

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.

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

<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>National Certification: N/A</p> <p>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.</p>	<p>Directly related to Objective</p> <p>Other (indicate the specific tool in the Method field/box) - Students will be asked what they learned from the presentations</p> <p>Criterion (Written in %): 70% of students will report understanding the objective of the DCAPS, CLYMER, and DEAL programs.</p> <p>Activity Schedule: Fall 2019</p> <p>Related Documents: GCC Presentation Survey for Assessment Cycle Fall2019-Spring2020.pdf</p>	<p>Related Documents: OHS CTE Survey Fall 2019.pdf</p> <p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met</p> <p>SSHS N= 143</p> <p>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)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: purchasing equipment and office supplies</p> <p>Related Documents: CTE Presentation Survey.pdf SSHS Secondary Results.pdf</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</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>Other (indicate the specific tool in the Method field/box) - Students will be asked what they learned from the presentations_copy</p> <p>Criterion (Written in %): 70% of students will report understanding the objective of the DCAPS, CLYMER, and DEAL programs.</p> <p>Activity Schedule: Fall 2019</p> <p>Related Documents: CTE Presentation Survey Results 2019-2020.pdf CTE Presentation Survey.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met JFKHS: N = 121</p> <p>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)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: Purchase of equipment and office supplies to support program activities.</p> <p>Related Documents: CTE Presentation Survey.pdf CTE Presentation Survey Results 2019-2020.pdf</p>	<p>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)</p> <p>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)</p>
	<p>Other (indicate the specific tool in the Method field/box) - Students will be asked what they learned from the presentations_copy_copy</p> <p>Criterion (Written in %): 70% of students will report understanding the objective of the DCAPS, CLYMER, and DEAL programs.</p> <p>Activity Schedule: Fall 2019</p> <p>Related Documents: SSHS POST SECONDARY RESULTS.pdf SSHS Secondary Results.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met THS: N=100</p> <p>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)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: Purchasing equipment and supplies.</p>	<p>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</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:

[2019.20 AIER THS.GCC Presentation Survey. Final. \(1\).pdf](#)

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 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 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)

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 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

Reporting Period: Fall 2019 - Spring 2020

Use of Summary Result: The

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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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](#)

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](#)

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 #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#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

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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professionally, while also providing students with knowledge and skills that prepare them for college and/or career readiness.

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

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](#)

[Postsecondary Survey Results \(JFKHS\) 2019-2020.pdf](#)

[GWHS Student Survey Post-Secondary Programs of Interest.SY2019-2020.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 (N=?)

Use of Summary Results

[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
Historical Assessment Perspective: CTE counseling services help support and enhance student learning and promote the academic and career

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 continuous online access for students.

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 and student engagement and traffic on the site are regularly monitored throughout the school

<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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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.

**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.

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

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

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

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 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.

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 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#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#1 Postsecondary Fall 2021-Spring 2022 Budget Goal Implement

Student Learning Outcomes (SLOs)

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

Use of Summary Results

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#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

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)

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

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:

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)

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

[clymer_form.pdf](#)

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)

**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.

Assessment Unit Four Column Report



Assessment Training AS - Academic Program and Course

<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>SLO #1 FA2021-SP2022 - Operate data entry systems (do not use) - SLO #1 FA2021-SP2022 Upon successful completion of this program the students will be able to operate the data entry system with less than a 5% error rate.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2021 - Spring 2022</p> <p>Start Date: 10/11/2021</p> <p>End Date: 03/14/2022</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: New program</p>	<p>Skills proficiency checklist - The operational checklist used will determine if the students have meet each checkpoint required to complete their data entry data entry process with minimal errors for their first assignment.</p> <p>Criterion (Written in %): 90% of the students will complete the data entry data entry process with less than a 5% data entry error rate as determined by the data entry checklist.</p> <p>Activity Schedule: fall 2021</p>	<p>Reporting Period: Spring 2021 - Fall 2021</p> <p>Conclusion: Criterion Not Met</p> <p>N=18, 14 out of 18 (78%) of the students completed their data entry assignment with less than a 5% error rate. (11/17/2021)</p> <p>Growth Budget Implications/Effect: Under \$500</p> <p>Growth Budget Justification: To improve outcome and additional data set should be purchase for practice purposes that has real and current global data. The cost is currently estimated at \$450.00.</p>	<p>Use of Summary Result: The program will look at available data sets with an emphasis on current condition that will motivate students to enter data with accuracy. This could be current health care data or global finance data as they will see the impact that errors can cause when finalizing reports. (11/17/2021)</p> <p>Implementation Status: The program will purchase updated global data that has an emphasis on current condition that will motivate students to enter data with accuracy. The program will reevaluate this SLO when the additional data sets have been received and available to the students for practice. (11/17/2021)</p>
<p>SLO #1 FA2021-SP2022 - Operate data entry systems (do not use) - SLO #1 FA2021-SP2022 Upon successful completion of this program the students will be able to operate the data entry system with less than a 5% error rate.</p>			

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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SLO #1 FA2021-SP2022 - Operate the data entry system XX - SLO #1
FA2021-SP2022 - Upon successful completion of this program the students will be able to operate the data entry system with less than a 5% error rate.

SLO #1 FA2021-SP2022 - Operate the data entry system XX - SLO #1
FA2021-SP2022 - Upon successful completion of this program the students will be able to operate the data entry system with less than a 5% error rate.

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:
the plan reflect previous SLO outcomes

Skills proficiency checklist - The operational checklist used will determine if the students have met each checkpoint required to complete their data entry process with minimal errors for their first assignment.

Criterion (Written in %): 90% of the students will complete the data entry process with less than a 5% data entry error rate as determined by the data entry checklist.

Activity Schedule: Fall 2021

Related Documents:

[performance_measure_data-entry_verification_checklist.pdf](#)

Reporting Period: Fall 2021 - Spring 2022

Conclusion: Criterion Not Met
N=18, 14 out of 18 (78%) of the students completed their data entry assignment with less than a 5% error rate. The students that have put in practice with additional real time data sets have been more successful with reducing their error rates as this practice increases attention to detail and increased typing speed while reducing errors. It appears that the real time data that is not a decade old is a better motivator as the data has meaning to the current students. (11/19/2021)

Growth Budget Implications/Effect: Under \$500

Growth Budget Justification: To improve outcome an additional data set should be purchased for practice purposes that has real and current global data. The cost is currently estimated at \$450.00.

Related Documents:

[performance_measure_data-entry_verification_checklistGood student sample.pdf](#)
[performance_measure_data-entry_verification_checklist not so good student sample.pdf](#)

Use of Summary Result: The program will look at available data sets with an emphasis on current condition that will motivate students to enter data with accuracy. This could be current health care data or global finance data as they will see the impact that errors can cause when finalizing reports. (11/19/2021)

Implementation Status: The program will purchase updated global data that has an emphasis on current condition that will motivate students to enter data with accuracy. The program will reevaluate this SLO when the additional data sets have been received and available to the students for practice. (11/19/2021)

SLO #1 FA2022-SP2023 - Operate data entry systems - SLO #1 FA2022-SP2023 Upon successful completion of this program the students will be able to operate the data entry system with less than a 5% error rate.

SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

Skills proficiency checklist - The operational checklist used will determine if the students have met each checkpoint required to complete their data entry process with minimal errors for their first assignment.

Criterion (Written in %): 90% of the students will complete the data entry process with less than a 5%

Student Learning Outcomes (SLOs)

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

Use of Summary Results

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

First Assessment cycle after approval of updated Program curriculum.

SLO #1 FA2022-SP2023 - Operate data entry systems - SLO #1 FA2022-SP2023 Upon successful completion of this program the students will be able to operate the data entry system with less than a 5% error rate.

data entry error rate as determined by the data entry checklist.

Activity Schedule: Fall 2022

Related Documents:

[performance data entry verification checklist Blank Sample.pdf](#)

FA2022-SP2023-Curriculum Review - FA2022-SP2023-Curriculum Review

FA2022-SP2023-Curriculum Review - FA2022-SP2023-Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: .

Assessment Unit Four Column Report



Automotive (Automotive Service Technology) (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>SLO #1FA2019-SP2020 - . SLO Status: Curriculum Review Program Assessment Cycle: Fall 2019 - Spring 2020 Program Level SLO Industry National Certification: Yes Historical Assessment Perspective: CURRICULUM WILL BE UPDATED. SLO #1FA2019-SP2020 - .</p>			
<p>FALL2020-SPRING2021 - FALL2020- SPRING2021 FALL2020-SPRING2021 - FALL2020- SPRING2021 SLO Status: Curriculum Review 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: GST Historical Assessment Perspective: Curriculum review currently ongoing. Delayed due to VPAA directive for Hybrid updates.</p>			

Assessment Unit Four Column Report



Automotive (Collision Repair & Refinishing Technology) (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>SLO #1 FA2019-SP2020 - . SLO Status: Curriculum Review Program Assessment Cycle: Fall 2019 - Spring 2020 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: CURRICULUM WILL BE UPDATED. SLO #1 FA2019-SP2020 - .</p>			
<p>FALL2020-SPRING2021 - FALL2020-SPRING2021 FALL2020-SPRING2021 - FALL2020-SPRING2021 SLO Status: Curriculum Review 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: GST Historical Assessment Perspective: Curriculum review currently ongoing. Delayed due to VPAA directive for Hybrid updates.</p>			

Assessment Unit Four Column Report



Automotive Service Technology General Service Technician 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>
<p>FALL2020-SPRING2021 - FALL2020-SPRING2021 SLO Status: Curriculum Review 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: GST Historical Assessment Perspective: Curriculum review currently ongoing. Delayed due to VPAA directive for Hybrid updates. FALL2020-SPRING2021 - FALL2020-SPRING2021</p>			

Assessment Unit Four Column Report



Automotive Service Technology Master Service Technician 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>
<p>SLO #1 FA2019-SP2020 - . SLO Status: Curriculum Review Planned Assessment Cycle: Fall 2019 - Spring 2020 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: CURRICULUM WILL BE UPDATED SLO #1 FA2019-SP2020 - .</p>			
<p>slo#1 fa2019-sp2020 - . slo#1 fa2019-sp2020 - . SLO Status: Curriculum Review Planned Assessment Cycle: Fall 2019 - Spring 2020 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: curriculum will be updated</p>			
<p>FALL2020-SPRING2021 - FALL2020-SPRING2021 SLO Status: Curriculum Review 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</p>			

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

Certification: GST

Historical Assessment Perspective:

Curriculum review currently
ongoing. Delayed due to VPAA
directive for Hybrid updates.

FALL2020-SPRING2021 - FALL2020-
SPRING2021

Assessment Unit Four Column Report



Automotive Technology Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



Board of Trustees

<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>AUO# 1 FALL2020-SP2021 Budget goal - Policy Review & Update. - 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.</p> <p>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/08/2021</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: Periodic evaluation and revision of Board of Trustees Policies to include updates of Mission Statement, By-Laws, Code of Ethics and Board Handbook.</p>	<p>Board of Trustees Policy - Continue to revise BOT policies, to include Mission Statement , By-Laws, and BOT Handbook.</p> <p>Criterion (Written in %): 90% of Board of Trustees (BOT) policies 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>Activity Schedule: Fall 2020</p> <p>Related Documents:</p> <p>POLICY REVIEW TOOL-Criteria for BOT Policy Review.2019-2020.pdf</p> <p>2019 BOT Policy Review.Timeline.pdf</p> <p>BOT Fiscal Calendar (October 2019- September 2020)-FINAL.signed2.pdf</p> <p>2019-2020 BOT Policy Review.Timeline.updated..pdf</p> <p>2019-2020 BOT Policy Review.Timeline.updated. (1).pdf</p>	<p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Issues Found</p> <p>N = 32 Policies reviewed to date to include 2 new and updated policies mainly Series 100; One (1) policy, namely, #208 was updated, this as part of an as needed basis. (03/12/2021)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: n/a</p> <p>Related Documents:</p> <p>BOT Fiscal Calendar (October 2020-September 2021)-FINAL.signed.pdf</p> <p>Policy 140.with Policy Review notes.2021.pdf</p> <p>Policy 145.with Policy Review notes.2021.ii.pdf</p> <p>Policy 155.with Policy Review notes.2021.ii.pdf</p> <p>Policy 155.with Policy Review notes.2021.pdf</p> <p>Policy 160.with Policy Review notes.2021.pdf</p> <p>Policy 170.with Policy Review notes.2021.pdf</p> <p>Policy 171.with Policy Review notes.2021.Reviewed.no changes.pdf</p> <p>Policy 172.with Policy Review notes.2021.pdf</p> <p>Policy 175.with Policy Review notes.2021.pdf</p> <p>Policy 180.with Policy Review notes.2021.pdf</p> <p>Policy 185.with Policy Review notes.2021.pdf</p> <p>Policy 208.draft2.to Board.iii.pdf</p> <hr/> <p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Issues Found</p> <p>N= 81 Policies (02/18/2021)</p> <p>Growth Budget Implications/Effect: No budget impact</p>	<p>Use of Summary Result: Due to the pandemic, timeline for anticipated number of policies for review was revised accordingly. Policies will continue to be reviewed or on a as needed basis. (03/12/2021)</p> <p>Implementation Status: Policies will continue to be reviewed. Next for review are Series 200, 300, 400, 500 and 700. Administrative support will be scheduling these reviews. (03/12/2021)</p> <hr/> <p>Use of Summary Result: Due to the pandemic the Board were unable to meet per the Policy Review schedule. (02/18/2021)</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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[Policy 208.draft2.to Board.iii.pdf](#)
[3-5- 2021 BOT](#)
[Agenda.RevisedFINAL.to Board..pdf](#)
[Policy 140.with Policy Review notes.2021.pdf](#)

Growth Budget Justification: n/a
Related Documents:
[Reviewed Board Policies with Track Changes.Series 100.2021.to Board.pdf](#)
[Policy 140.with Policy Review notes.2021.pdf](#)
[Policy 145.with Policy Review notes.2021.ii.pdf](#)
[Policy 150.with Policy Review notes.2021.pdf](#)
[Policy 155.with Policy Review notes.2021.ii.pdf](#)
[Policy 155.with Policy Review notes.2021.pdf](#)
[Policy 160.with Policy Review notes.2021.pdf](#)
[Policy 170.with Policy Review notes.2021.pdf](#)
[Policy 172.with Policy Review notes.2021.pdf](#)
[Policy 175.with Policy Review notes.2021.pdf](#)
[Policy 180.with Policy Review notes.2021.pdf](#)
[Policy 185.with Policy Review notes.2021.pdf](#)
[Policy 208.draft2.to Board.iii.pdf](#)
[Policy 171.with Policy Review notes.2021.Reviewed.no changes.pdf](#)

Implementation Status: The Board will revise the Policy Review Schedule to try and review all policies that are still pending for review. (02/18/2021)

AUO# 1 FALL2020-SP2021 Budget goal - Policy Review & Update. -
 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.

AUO# 2 Fall2020-SP2021 ISMP - Leveraging Transformational Engagement and Governance - AUO #2 FA2020-SP2021. Periodic evaluation and revision of BOT policies to include update of Mission Statement, By-Laws and Board Membership Handbook by following and implementing an established annual schedule for evaluation.

<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>AUO# 2 Fall2020-SP2021 ISMP - Leveraging Transformational Engagement and Governance - AUO #2 FA2020-SP2021. Periodic evaluation and revision of BOT policies to include update of Mission Statement, By-Laws and Board Membership Handbook by following and implementing an established annual schedule for evaluation.</p> <p>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/08/2021</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Follow and implement the established annual schedule for evaluation of board policies. Board policies are reviewed periodically or on an as needed basis. Policy Reviews are also noted on the Board of Trustees Annual Fiscal Calendar.</p>	<p>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.</p> <p>Criterion (Written in %): 70% participation by Board of Trustees members to include the Student Trustee. 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.</p> <p>Activity Schedule: Fall 2020</p> <p>Related Documents: 2019-2020 BOT Policy Review.Timeline.updated..pdf BOT Fiscal Calendar (October 2019-September 2020)-FINAL.signed2.pdf</p>	<p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Issues Found N = eighty-one (81) total active Board of Trustees Policies. Policy 191 was newly adopted in January 2020. Policy 192 was newly adopted in June 2020.</p> <p>Due to the COVID-19 Pandemic, scheduling of policy review per the initial timeline was not the number anticipated to complete at the beginning of 2020. There were 2 community "lockdowns" March 2020 and August 2020.</p> <p>Prior to the 1st lockdown, a total of thirty (30) policies under the General Board Policies (Series 100) were scheduled for review. Part I consisted of 15 policies (#100-#150) and on March 13, 2020, a total of twelve (12) were policies ready for the Board's consideration but 1st lockdown happened due to the pandemic.</p> <p>A face to face Board of Trustees meeting was scheduled on June 19, 2020. to consider the 12 policies that were on hold and all 12 were approved. A new policy was also adopted, namely, Policy #192.</p> <p>Part II of Board Policies Series 100 consisted of another 15 policies (#155-#199). On Feb. 24, 2021, a policy review was scheduled to continue reviewing the General Board Policies Series but started with #140 for a total of twenty (20) policies and the Financial Board Policies Series 200, #200-#292 for a total of twenty (20) policies.</p> <p>A Board of Trustees meeting was scheduled on March 5, 2021 for the Board's consideration to approve a total of nineteen (19) policies, however, there was no quorum. These policies will be presented at the next scheduled Board of Trustees meeting. (03/05/2021)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: n/a</p> <p>Related Documents: BOT Fiscal Calendar (October 2020-September 2021)-FINAL.signed.pdf</p>	<p>Use of Summary Result: At this time, scheduling of a policy review will continue to complete Board Policy Series 200, Series 300, Series 400, Series 500 and Series 700. (03/05/2021)</p> <p>Implementation Status: Policy review will continue if not annually, on an as needed basis. (03/05/2021)</p>

Administrative Unit Outcomes (AUOs)

Artifact/Instrument/Rubric /Method/Tool Description

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

Use of Summary Results

[POLICY REVIEW TOOL-Criteria for BOT Policy Review.2020-2021.fillable.pdf](#)
[For Policy Review.Policies 200-292.pdf](#)
[3-5- 2021 BOT Agenda.RevisedFINAL.to Board..pdf](#)
[Policy 208.draft2.to Board.iii.pdf](#)
[Reviewed Board Policies with Track Changes.Series 100.2021.to Board.pdf](#)
[Calendar Invite re Policy Review via Zoom.2.24.2021.pdf](#)

AUO# 1 FALL2022-SP2023 Budget goal - Policy Review & Update. - AUO# 1 FALL2022-SP2023 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.
AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: Periodic evaluation and revision of Board of Trustees Policies to include updates of Mission Statement, By-Laws, Code of Ethics and Board Handbook.

Board of Trustees Policy - Continue to revise BOT policies, to include Mission Statement , By-Laws, and BOT Handbook.
Criterion (Written in %): 90% of Board of Trustees (BOT) policies 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.
Activity Schedule: Fall 2022
Related Documents:
[POLICY REVIEW TOOL-Criteria for BOT Policy Review.2022-2023.to members.pdf](#)
[POLICY REVIEW TOOL-Criteria for BOT Policy Review.2021-2022.to members.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Not Met
There have been several Board of Trustees Policy Reviews in 2022.
N=82 policies is the number of policies reviewed.
A total of 86% have been reviewed.
Again, updating policies is a continuous process for currency, or as needed due to certain situations that may arise prompting earlier review.
The Mission Statement was reviewed in 2020 and is currently not due for review, is under 3 years of last review. Due to time constraints, not all policies were reviewed.
The BOT Handbook has been updated to be in line with the updated BOT policies.
Policy 115, Code of Ethics & Conduct has been reviewed.
The By-Laws will be scheduled for review. (02/20/2023)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: n/a
Related Documents:
[Board Policies on website.current policies.number as of 3.13.2023.pdf](#)
[BOT Fiscal Calendar \(October 2022-September 2023\)- FINAL.APPROVED.Signed.pdf](#)
[policy_340.2022.online.pdf](#)
[policy_410.2022.for_website.pdf](#)
[BOT Membership Handbook - proposed \(2022-2023\).with org chart.pdf](#)

Use of Summary Result: Although criterion was not met, policies will continue to be reviewed. BOT will adjust the schedule to increase more policy reviews. (02/20/2023)
Implementation Status: Plan was implemented and majority of policies were reviewed, although 14% as of March 13, 2023 was still due for review, Board policies continued to be reviewed.
As of April 14, 2023, 8 additional policies were reviewed; 4 were recommended to be placed on hold; and 2 outstanding. The 4 recommended to be placed on hold had a preliminary review by administrators and are awaiting certain actions to move forward before presentation to the Board. With just 2 policies outstanding for review. (05/08/2023)

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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[policy_100_-_mission_statement.2020.final_.resolution_3-2020.amended_6.19.2020\(1\).pdf](#)
[policy_115.2021.Trustee Code of Ethics.pdf](#)

AUO# 1 FALL2022-SP2023 Budget goal - Policy Review & Update. - AUO# 1 FALL2022-SP2023 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.

AUO# 2 Fall2022-SP2023 ISMP - Leveraging Transformational Engagement and Governance_1 - AUO #2 FA2022-SP2023. Periodic evaluation and revision of BOT policies to include update of Mission Statement, By-Laws and Board Membership Handbook by following and implementing an established annual schedule for evaluation.

AUO# 2 Fall2022-SP2023 ISMP - Leveraging Transformational Engagement and Governance_1 - AUO #2 FA2022-SP2023. Periodic evaluation and revision of BOT policies to include update 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 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A

Board of Trustees Policy - Working sessions/Board Policy Reviews will be coordinated using a Policy Review Timeline and the Board of Trustees Annual Fiscal Calendar as a guide for scheduling; or on an as needed basis.
Criterion (Written in %): 70% participation by Board of Trustees members to include the Student Trustee. 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

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
 N=6 Board members who participated whether in person at the day of review with other members, or submission of documents, or comments, 100% of all Board members have participated to include the Student Trustee. (03/10/2023)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: n/a
Related Documents:
[2021-2022 Policy Review Schedule. approved by President.pdf](#)
[9.9.2022 BOT MINUTES2.signed.pdf](#)
[9.9.2022 BOT Agenda.FINAL.to Board.pdf](#)
[BOT Fiscal Calendar \(October 2022-September 2023\)-FINAL.APPROVED.Signed.pdf](#)

Use of Summary Result: Have met this criteria, all Board of Trustees participated in the Policy Review process to include the Student Trustee. (03/10/2023)
Implementation Status: All Board members participated in the BOT policy reviews. (05/08/2023)

<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>
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Historical Assessment Perspective:
 Follow and implement the established annual schedule for evaluation of board policies. Board policies are reviewed periodically or on an as needed basis. Policy Reviews are also noted on the Board of Trustees Annual Fiscal Calendar.

Vice President for Academic Affairs Division; Vice President for Finance & Administration; Deans and Administrators.
Activity Schedule: Fall 2022
Related Documents:
[BOT Fiscal Calendar \(October 2021-September 2022\).APPROVED.8.20.2021.pdf](#)

Assessment Unit Four Column Report



Business Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



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>BO SP20 - FA20 AUO#1 (Budget Goal 1) - Provide information to Stakeholders - To better inform the stakeholders of the financial position and status of the college and available resources.</p> <p>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Spring 2020 - Fall 2020</p> <p>Start Date: 03/09/2020</p> <p>End Date: 10/12/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: ACCJC IIID.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</p>	<p>Financial/Budget Review and/or Audit Report - Annual audit of GCC financial statement and Single Audit Compliance.</p> <p>Criterion (Written in %): 2 out of 2 (100%) reports will be an Unqualified opinion for both Financial Statement and Single Audit Compliance.</p> <p>Activity Schedule: The audit schedules and documents for annual F/S and compliance audit will be prepared prior to submittal to the auditor.</p> <p>Related Documents: BOT report Oct 2019 - August 2020.pdf GCC_fs19 [Final Jun 1 2020].pdf GCC_comp19 [Final Jun 1 2020].pdf</p>	<p>Reporting Period: Spring 2020 - Fall 2020</p> <p>Conclusion: 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>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A as no budget impact.</p> <p>Related Documents: GCC_comp19 [Final Jun 1 2020].pdf GCC_fs19 [Final Jun 1 2020].pdf</p>	<p>Use of Summary Result: 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>AUO#1 FA2022 - SP2023 Business Office Budget Goal - AUO#1 FA2022 - SP2023 (Budget Goal 1) The business office will provide information to GCC department heads to better support student learning programs and services through the budget monitoring and performance.</p> <p>AUO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022</p>	<p>Financial/Budget Review and/or Audit Report - GCC annual audit financial statement and compliance report. Listing of pell disbursements</p> <p>Criterion (Written in %): 100% of the reports will have an unqualified opinion for both Financial Statement and Single Audit compliance report and will be provided to stakeholders (department heads,</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Issues Found</p> <p>The fiscal year 2022 FS and Compliance audit report are not completed. (05/03/2023)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: The impact on the budget is way over \$5,000 as audit fee cost at \$39,000. The amount changes based on the contract agreement between external auditor and GCC.</p>	<p>Use of Summary Result: The soon to be completed audit report will detail the result of the operation during FY2022. The report will provide a better understanding of the financial position where financial resources can be allocated in order to carry out the College mission and goals. (05/03/2023)</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>- Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: ACCJC IIID.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. GCC continues to maintain low risk auditee status for twenty one consecutive years</p>	<p>legislature, and MyGcc website). Activity Schedule: Fall 2022 Related Documents: GCC FY22 FS Draft.pdf PELL202280 10.20.2022.pdf</p>	<p>Related Documents: GCC FY22 FS Draft.pdf</p>	<p>Implementation Status: The Fiscal Year 2022 must be completed to ensure that GCC low risk status is maintained and financially stable. (05/03/2023)</p>
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<p>BO SP20 - FA20 AUO#1 (Budget Goal 1) - Provide information to Stakeholders - To better inform the stakeholders of the financial position and status of the college and available resources.</p>			
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<p>AUO#1 FA2022 - SP2023 Business Office Budget Goal - AUO#1 FA2022 - SP2023 (Budget Goal 1) The business office will provide information to GCC department heads to better support student learning programs and services through the budget monitoring and performance.</p>			
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<p>AUO#2 FA2022 - SP2023 ISMP- Goal 4 Optimizing Resources - AUO#2 FA2022 - SP2023 ISMP- Goal 4 Optimizing Resources, Objective 4.1 Diversify Revenue Stream</p>			
<p>AUO#2 FA2022 - SP2023 ISMP- Goal 4 Optimizing Resources - AUO#2 FA2022 - SP2023 ISMP- Goal 4 Optimizing Resources, Objective 4.1 Diversify Revenue Stream</p>	<p>Financial/Budget Review and/or Audit Report - Local Appropriation and Non Appropriated Fund (NAF) approved budget. The approved budget will be distributed and</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Met n=4 FY 23 The budgets for the 4 funding sources were loaded in a timely manner. 100% of the local, federal, NAF, and special project budgets were made available for use</p>	<p>Use of Summary Result: The budget loads were used to identify the necessary needed items, supplies, materials, equipment to run and operate for</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>AUO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: Revenue stream through performance result of annual audit.</p>	<p>posted to respective department account.</p> <p>Criterion (Written in %): 100% of the Local and NAF budgets are loaded and available for use.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: Public Law No. 36-54 Bill No. 55-36 (COR) cor.pdf NAF budget approved - BOT 02_05_2021.pdf</p>	<p>within the stated fiscal year. (05/03/2023)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: No budget implication as there was no budget growth authorized during FY23</p> <p>Related Documents: J0019133 FY23 Fund 1 budget load GF.pdf</p>	<p>each respective departments. (05/03/2023)</p> <p>Implementation Status: The Business Office will make sure that each department is financially responsible in spending the approved budget. Also to maintain its financial integrity and manages its resources (05/03/2023)</p>
<p>BO SP20 - FA20 AUO#3 (ISMP Goal) - To continue to be financially and operationally sustainable. To ensure expenditures are within the approved budget.</p> <p>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Spring 2020 - Fall 2020</p> <p>Start Date: 03/12/2020</p> <p>End Date: 10/12/2020</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: ISMP 2020-2026 GOAL 4: Optimizing Resources</p>	<p>Financial/Budget Review and/or Audit Report - 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>Criterion (Written in %): 12 out 12 (100%) of monthly reporting 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.</p> <p>Activity Schedule: The monthly financial statements will be prepared and reviewed prior to submittal and web posting.</p> <p>Related Documents: BOT report Oct 2019 - August 2020.pdf</p>	<p>Reporting Period: Spring 2020 - Fall 2020</p> <p>Conclusion: Criterion Met 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>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A no budget impact</p>	
<p>BO SP20 - FA20 AUO#3 (ISMP Goal) - To continue to be financially and</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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operationally sustainable. To ensure expenditures are within the approved budget.

BO SP20 - FA20 AUO#2 (Budget Goal 2) - To update technology resources (computers) in order to provide financial information to stakeholders accurately and timely.

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: Completed the Assessment Cycle

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 results to improve internal control systems.

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)

Assessment Unit Four Column Report



Career and Technical Education BS (CTE)

<i>Program Level 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>SLO #1 FA2021-SP2022 - Engaging classroom environment - Upon successful completion of the program, students will be able to create an engaging classroom environment aligned to the needs of diverse learners.</p> <p>SLO Status: Currently being assessed</p> <p>Program Level SLO Domain Type: Spring 2021 - Fall 2021</p> <p>Start Date: 10/11/2021</p> <p>End Date: 03/14/2022</p> <p>SLO #1 FA2021-SP2022 - Engaging classroom environment - Upon successful completion of the program, students will be able to</p>	<p>Course Projects - Professional Education Portfolio. Each student will be required to submit a Professional Education Portfolio which will be used to assess their level of learning related to each outcome. The artifacts required in the portfolio are created as assignments in classes or in field experience such as student teaching. Additionally, students will complete reflective writings about the learning outcomes of each CTE course, Praxis I, II, and III test results, and documentations of relevant accomplishments in the field of teaching.</p> <p>Criterion (Written in %): Students will earn a minimum grade of "C".</p> <p>Activity Schedule: The first program completer is scheduled to complete the program in Spring 2023. Therefore, there's no data available for FA2021-SP2022 assessment cycle.</p>	<p>Reporting Period: Fall 2021 - Spring 2022</p> <p>Conclusion: Criterion Not Met</p> <p>The program does not have program completion data at this time. (03/20/2022)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: None</p>	<p>Use of Summary Result: Program completion data is not yet available. BSCTE students have yet to graduate. (03/20/2022)</p> <p>Implementation Status: No data available at this time. BSCTE students have not completed the program. (03/20/2022)</p>

Program Level SLOs

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

Use of Summary Results

create an engaging classroom environment aligned to the needs of diverse learners.

SLO #1 FA2021-SP2022 ISMP - Respond to local and regional occupational needs - Respond to local and regional occupational needs.

SLO #1 FA2021-SP2022 ISMP - Respond to local and regional occupational needs - Respond to local and regional occupational needs.
SLO Status: Currently being assessed
Program Level SLO Domain Type: Fall 2021 - Spring 2022
Start Date: 10/11/2021
End Date: 03/14/2022

Client/Customer Service Survey - Employment survey
Criterion (Written in %): 100% job placement for program completers.
Activity Schedule: To be determined

Reporting Period: Fall 2021 - Spring 2022
Conclusion: Criterion Not Met
No data available data at this time. BSCTE students have yet to graduate. (03/20/2022)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: None

Use of Summary Result: Not data available at this time. (03/20/2022)
Implementation Status: No data available at this time. (03/20/2022)

SLO #3 FA2021-SP2022 IDEA - 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.
SLO Status: Currently being assessed
Program Level SLO Domain Type: Fall 2021 - Spring 2022
Start Date: 10/11/2021
End Date: 03/14/2022

Capstone Experience - IDEA Survey
Criterion (Written in %): 100% of students will score 80% or higher in the capstone course.
Activity Schedule: To be determined

Reporting Period: Fall 2021 - Spring 2022
Conclusion: Criterion Not Met
Program completion data is not available at this time. BSCTE students have yet to graduate. (03/20/2022)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: None

Use of Summary Result: Program completion data is not available at this time. (03/20/2022)
Implementation Status: Program completion data is not available at this time. (03/20/2022)

SLO #3 FA2021-SP2022 IDEA - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. - Developing specific skills,

Program Level SLOs

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

Use of Summary Results

competencies, and points of view
needed by professionals in the field
most closely related to this course.

Assessment Unit Four Column Report



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>SLO#2 FA2021-SP2022 ISMP Respond to occupational needs - SLO#2 FA2021-SP2022 ISMP Objective 1.1 Respond to occupational local and regional occupational needs SLO Status: Currently being assessed Planned Assessment Cycle: Fall 2021 - Spring 2022 Start Date: 10/11/2021 End Date: 03/14/2022 Historical Assessment Perspective: Training evaluations will determine conference / training topics that reflect student interests and workforce needs.</p>	<p>Student Satisfaction Survey - The Center for Student Involvement will analyze evaluation results from student conferences and training workshops. Criterion (Written in %): 80% of the students will select agree or better on 3 out of the 4 offered SkillShops on gaining knowledge and skills that will help them in their personal, education and career goals. Activity Schedule: Fall Related Documents: SLO#2-Fall 2021 NTL Conference Evaluation Survey - Google Forms.pdf</p>	<p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Met (N=45) 42 out of 45 (93%) selected agreed or better gaining knowledge and skills that helped them in their personal, education and career goals. (02/18/2022) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: No budget increase for this criterion. Related Documents: SLO#2-Fall 2021 NTL Conference Evaluation Survey - Google Forms_EXCELLENT.pdf SLO#2-Fall 2021 NTL Conference Evaluation Survey - Google Forms_NEEDS IMPROVEMENT.pdf</p>	<p>Use of Summary Result: The data showed that students agreed that the SkillShop sessions and the overall conference was good. The SkillsShop subject sessions change every year, but it's information is always geared towards personal, education and career goals. (03/14/2022) Implementation Status: The evaluation results showed the goal was met and no changes were needed to be made. (03/14/2022)</p>
<p>SLO#2 FA2021-SP2022 ISMP Respond to occupational needs - SLO#2 FA2021-SP2022 ISMP Objective 1.1 Respond to occupational local and regional occupational needs</p>			
<p>SLO#1 FA2021-SP2022 Budget Goal - Provide resource systems for students - SLO#1 FA2021-SP2022 Budget Goal - To provide guidance and resource system for all student organizations.</p>			
<p>SLO#1 FA2021-SP2022 Budget Goal -</p>	<p>Student Satisfaction Survey - This</p>	<p>Reporting Period: Fall 2021 - Spring 2022</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>Provide resource systems for students - SLO#1 FA2021-SP2022 Budget Goal - To provide guidance and resource system for all student organizations. SLO Status: Currently being assessed Planned Assessment Cycle: Fall 2021 - Spring 2022 Start Date: 10/11/2021 End Date: 03/14/2022 Historical Assessment Perspective: CSI visitor log will determine specific student organization needs and resources.</p>	<p>survey will be used to determine if student organization officers and advisors gain usable skills/knowledge to help run their student organization. Criterion (Written in %): 80% of students and advisors who complete the survey will indicate agree or strongly agree. Activity Schedule: Fall Related Documents: SLO#1-Fall 2021 Student Organization Officer_Advisor Training Evaluation - Google Forms.pdf</p>	<p>Conclusion: Criterion Met (N=31) 27 out of 31 (87.10%) student organization officers and advisors indicated they agree or better gained useable skills/knowledge that will help lead their respective student organization. (03/14/2022) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: No budget increase for this criterion. Related Documents: SLO#1-Fall 2021 Student Organization Officer Advisor Training Evaluation NEEDS IMPROVEMENT.pdf SLO#1-Fall 2021 Student Organization Officer Advisor Training Evaluation Excellent.pdf</p>	<p>Use of Summary Result: Survey results showed that student organization officers and advisors agreed they gained usable skills/knowledge for their organization. The training was held virtually with information on how to conduct a meeting, the do's and don'ts as an organization, and processing necessary documents to approve activities and funds. Recommendation was made to offer more interaction using polls or T/F questions and sessions pertaining to specific officer positions. (03/14/2022) Implementation Status: The evaluation results showed no changes needed to be made and the goal was met. Since the training was done virtually due to the current pandemic, CSI hopes it can be done face to face for the next academic year. (03/14/2022)</p>

Assessment Unit Four Column Report



Civil Engineering Technology AS

<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>SLO #4 SP2021-FA2021 Protocols - SLO #4 SP2021-FA2021 Protocols Upon successful completion of the program, students will be able to sequence the steps related to the construction process in chronological order.</p> <p>SLO Status: Currently being assessed Planned Assessment Cycle: Spring 2021 - Fall 2021 Start Date: 03/08/2021 End Date: 10/11/2021 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: The program</p> <p>SLO #4 SP2021-FA2021 Protocols - SLO #4 SP2021-FA2021 Protocols Upon successful completion of the program, students will be able to sequence the steps related to the construction process in chronological order.</p>	<p>Activity audit - Instruction on importance of proper and correct estimations Criterion (Written in %): 100% of students will demonstrate proficiency in Estimations of materials and costs Activity Schedule: Spring 2021 Related Documents: Civil Engineering Estimates.pdf</p>	<p>Reporting Period: Spring 2021 - Fall 2021 Conclusion: Criterion Met N=10 (11/15/2022) Growth Budget Implications/Effect: Over \$5,000 Growth Budget Justification: Department faculty need to be recruited.</p>	<p>Use of Summary Result: bailey added this. (05/17/2023)</p>
<p>SLO #2 SP2021-FA2021 ISMP- Optimizing Resources - SLO #2 SP2021-FA2021 ISMP-Optimizing Resources</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>
<p>SLO #2 SP2021-FA2021 ISMP-Optimizing Resources - SLO #2 SP2021-FA2021 ISMP-Optimizing Resources</p> <p>SLO Status: Currently being assessed Planned Assessment Cycle: Spring 2021 - Fall 2021 Start Date: 03/08/2021 End Date: 10/11/2021 Program Level SLO Industry National Certification: N/A Type of Industry National Certification: Civil Engineering Degree Historical Assessment Perspective: The challenge for courses, is usually the recruitment and retention of qualified Instructors. Competitive compensation is the biggest factor.</p>	<p>Activity audit - Estimation Instructions Criterion (Written in %): 100% of students will show proficiency in estimating proper and correct estimations of materials and supplies</p> <p>Activity Schedule: Spring 2021 Related Documents: Civil Engineering Estimates.pdf</p>	
<p>SLO #3 SP2021-FA2021 IDEA - SLO #3 SP2021-FA2021 IDEA-Learning fundamental principles, generalizations, or theories</p> <p>SLO Status: Currently being assessed Planned Assessment Cycle: Spring 2021 - Fall 2021 Start Date: 03/08/2021 End Date: 10/11/2021 Program Level SLO Industry National Certification: N/A Type of Industry National Certification: Civil Engineering Degree Historical Assessment Perspective: Low numbers, due to student interest in pursuit of this particular field of study, make it challenging to</p>	<p>Activity audit - Law of equilibrium Criterion (Written in %): 100% of students will demonstrate understanding through follow up test</p> <p>Activity Schedule: spring 2021 Related Documents: engineering and statistics.pdf</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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fill all seats in any of the classes associated with this. Furthermore, Qualified Instructor retention and recruitment are hapered by lack of competetive pay

SLO #3 SP2021-FA2021 IDEA - SLO #3

SP2021-FA2021

IDEA-Learning fundamental principles, generalizations, or theories

Assessment Unit Four Column Report



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>FALL2020-SPRING2021 AUO#1 Budget Goal #1 INCREASE RELEVANT REACH - 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>AUO Status: Completed the Assessment Cycle 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: 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>Other (indicate the specific tool in the Method field/box) - GCC Google Analytics Summary Criterion (Written in %): 70% of statistics on the analytics page will show an increase in hits to the site Activity Schedule: Fall 2020 Related Documents: GCC Google Analytics 10.12.20.pdf</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#1

Budget Goal #1 INCREASE RELEVANT

REACH - 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.

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.

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

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](#)

<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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school equivalency workshops, and enhanced media promotion of GCC's various products.

AUO Status: Completed the Assessment Cycle

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.

FALL2022-SPRING2023 AUO#1 Budget Goal #4 Optimizing Resources
 - FALL2022-SPRING2023 AUO#1
 Budget Goal #4 Optimizing Resources
 To assist in enrollment efforts, strategically disseminate relevant information and messaging about GCC's programs and benefits to the community, through traditional media, social media, and events, such as GCC enrollment fairs hosted at Micronesia Mall, increases public knowledge of the various programs

Directly related to Objective

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met

70% of local media coverage highlights GCC's programs' progress and successful coverage of student events. (03/14/2023)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: No growth budget impact

Related Documents:

[15 GCC boot camp grads hired by DPW, Kloppenburg_ Guam News__postguam.com.pdf](#)

Use of Summary Result: 100% of work-ready boot camps received media coverage due to the urgent need for skilled labor throughout the economy. Other programs received 60% coverage primarily due to the relevance of newsworthy information that was made available by programs. (04/25/2023)

Implementation Status: OCP will work closely with programs to ensure relevant information is provided and will advocate for

<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>and financial assistance available for relevant training. AUO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/01/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: Responds to local and regional occupational needs by training participants for needed jobs and trades.</p>	<p>Directly related to Objective</p> <hr/> <p>Other (indicate the specific tool in the Method field/box) - Media coverage Criterion (Written in %): 90% media coverage of GCC public events Activity Schedule: Fall 2022 Related Documents: GCC Apply now for Ship Repair Boot Camp 6 Guam News postguam.com.pdf</p>	<p>coverage by local media. Additionally, programs will be encouraged to host events to enhance media coverage and community awareness. (04/25/2023)</p>
<p>FALL2022-SPRING2023 AUO#1 Budget Goal #4 Optimizing Resources - FALL2022-SPRING2023 AUO#1 Budget Goal #4 Optimizing Resources To assist in enrollment efforts, strategically disseminate relevant information and messaging about GCC's programs and benefits to the community, through traditional media, social media, and events, such as GCC enrollment fairs hosted at Micronesia Mall, increases public knowledge of the various programs and financial assistance available for relevant training.</p>		
<p>FALL2022-SPRING 2023 AUO#2 ISMP #1 Advancing Workforce Development and Training - FALL2022-SPRING2023 AUO#2 Program Goal #1 Advancing Workforce Development and Training</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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to respond to local and regional occupational needs

FALL2022-SPRING 2023 AUO#2 ISMP #1 Advancing Workforce

Development and Training - FALL2022-SPRING2023 AUO#2 Program Goal #1 Advancing Workforce Development and Training to respond to local and regional occupational needs

AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/01/2022
End Date: 03/13/2023

Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: The promotion of GCC Work-ready Boot Camps is increasing the employment of skilled workers in critical industries in response to local and regional occupational needs by training participants for needed jobs and trades.

Document Review - Media coverage of GCC work-ready boot camps
Criterion (Written in %): 100% of GCC work-ready boot camps were covered in local media, maximizing efforts to inform community of opportunities for work-related training and employment
Activity Schedule: GCC hosted 13 work-ready boot camps in 2022 alone

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
 N=13;100% of work-ready boot camps received media coverage at the launch and completion of the program. (04/25/2023)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: OCP requires updated video and audio equipment due to the increased demand for virtual coverage of official events post-COVID
Related Documents:
[15 GCC boot camp grads hired by DPW, Kloppenburg](https://www.postguam.com/news/15-gcc-boot-camp-grads-hired-by-dpw-kloppenbourg)
[Guam News__postguam.com.pdf](https://www.postguam.com/news/15-gcc-boot-camp-grads-hired-by-dpw-kloppenbourg)

Use of Summary Result: OCP effectively elevated the profile of work-ready boot camps through coverage of the start and completion of each boot camp as well as highlights of participants' success stories. (04/25/2023)
Implementation Status: Continue to solicit media coverage to increase public profile of work-ready boot camps (05/09/2023)

Assessment Unit Four Column Report



Computer Aided Design & Drafting (CADD) 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>FA2022-SP2023 CURRICULUM REVIEW - FA2022-SP2023 CURRICULUM REVIEW SLO Status: Curriculum Review Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: Yes Type of Industry National Certification: NCRC Historical Assessment Perspective: FA2022-SP2023 CURRICULUM REVIEW</p> <p>FA2022-SP2023 CURRICULUM REVIEW - FA2022-SP2023 CURRICULUM REVIEW</p>			

Assessment Unit Four Column Report



Computer Networking AS

<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>SLO#1 Install, configure, and repair computer networking systems - Install, configure, and repair computer networking systems 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: The BOT is scheduled to review and adopt the updated ISMP on October 4, 2019</p> <p>SLO#1 Install, configure, and repair computer networking systems - Install, configure, and repair computer networking systems</p>	<p>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</p>		
<p>FA2022-SP2023-Curriculum review - FA2022-SP2023-Curriculum review FA2022-SP2023-Curriculum review - FA2022-SP2023-Curriculum review SLO Status: Curriculum Review Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/03/2023</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

Historical Assessment Perspective:

FA2022-SP2023-Curriculum review

Assessment Unit Four Column Report



Computer Science 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>
<p>SLO#1 FA2019-SP2020 Core Knowledge and Concepts - SLO#1 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>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Use of prior implementation status as a guideline.</p> <p>SLO#1 FA2019-SP2020 Core Knowledge and Concepts - SLO#1 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</p>	<p>Course Projects - SLO#1, 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>Criterion (Written in %): 70% of students will score at least an 70% on a Skills Checklist.</p> <p>Activity Schedule: End of Fall 2019 and Spring 2020.</p> <p>Related Documents: Programming Project for Assessing SLO#1.pdf Rubrics of Programming Project for Assessing SLO#1.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met N = 18</p> <p>Projects collected from 18 students. 16 of the 18 students scored 70% or more, which equals to 88.89% on average. (03/08/2020)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: No budget impact. Growth budget not requested.</p> <p>Related Documents: Data Collected from Programming Project for Assessing SLO#1.pdf</p>	<p>Use of Summary Result: The project result will be used as guidelines for future projects, assignments. (03/08/2020)</p> <p>Implementation Status: The students who did not score 70% or above will be contacted and helped. Students' performance will be assessed continually. (03/08/2020)</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

catalog).

SLO #2 FA2019-SP2020 ISMP 2020-2026 Advancing Workforce Development - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training

SLO #2 FA2019-SP2020 ISMP 2020-2026 Advancing Workforce Development - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training

SLO Status: Completed the Assessment Cycle

Planned Assessment Cycle: Spring 2020 - Fall 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:

This is the first time assessing this SLO.

Standardized Test - Students will be able to complete the final exam which is generated by NDG (Network Development Group) to prepare for the certification exam.

Criterion (Written in %): 70% of students will score at least an 70% on final exam.

Activity Schedule: End of Fall 2019 semester.

Related Documents:

[The course is offered by Network Development Group.docx](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met

N = 22

23 students who are registered in CS112 took the final 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)

Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: No budget impact. Budget growth not requested.

Related Documents:

[CS112 SLO#2 Results.pdf](#)

Use of Summary Result: The project result will be used as guidelines for future projects, assignments. (03/08/2020)

Implementation Status: The students who did not score 70% or above will be contacted and helped. Students' performance will be assessed continually. (03/08/2020)

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

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 and Spring 2020.

Related Documents:

[CS212_carrental_project.pdf](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: 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)

Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: No budget impact. Budget growth not requested.

Related Documents:

[CS212 SLO#3 Results.pdf](#)

Use of Summary Result: The project result will be used as guidelines for future projects, assignments. (03/08/2020)

Implementation Status: The students who did not score 70% or above will be contacted and helped. Students' performance will be assessed continually. (03/08/2020)

*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:

Use of prior implementation status
as a guideline.

SLO #3 FA2019-SP2020 IDEA

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

Curriculum Review - Curriculum
Review

Curriculum Review - Curriculum
Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021
- Spring 2022

Start Date: 10/11/2021

End Date: 03/08/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: *

Program Review - Program Review

SLO Status: Curriculum Review

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

Type of Industry National

Certification: Program Review

Historical Assessment Perspective:
Program Review

Program Review - Program Review

Curriculum Review (Program

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Review) - Curriculum Review

Curriculum Review (Program Review)

- Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021

- Spring 2022

Start Date: 03/11/2011

End Date: 03/14/2022

Program Level SLO Industry

National Certification: Yes

Type of Industry National

Certification: Curriculum Review

Historical Assessment Perspective:

Curriculum Review

Program Review Spring 2022 - The

program guide was completed n Spring 2022 and approved by CS Advisory Committee n Spring 2022 and is waiting for CRC's review and approval.

Recorded here for Fall 2022 assessment.

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022

- Spring 2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

n/a

Program Review Spring 2022 - The

program guide was completed n Spring 2022 and approved by CS Advisory Committee n Spring 2022 and is waiting for CRC's review and approval.

Recorded here for Fall 2022 assessment.

Curriculum Review - Curriculum

<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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Review

Curriculum Review - Curriculum

Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022

- Spring 2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

Update program document

Assessment Unit Four Column Report



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>FA2022-SP2023 CURRICULUM REVIEW - FA2022-SP2023 CURRICULUM REVIEW SLO Status: Curriculum Review Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: Yes Historical Assessment Perspective: FA2022-SP2023 CURRICULUM REVIEW</p>			
<p>SLO #1 FA2019-SP2020 Professionalism - Upon successful completion of the program, students will be able to demonstrate professionalism as related to the construction trades industry.</p>			
<p>FA2022-SP2023 CURRICULUM REVIEW - FA2022-SP2023 CURRICULUM REVIEW</p>			
<p>SLO #1 FA2019-SP2020 Professionalism - Upon successful completion of the program, students will be able to demonstrate professionalism as related to the construction trades industry.</p>	<p>Skills proficiency checklist - A test of student proficiency with tools and equipment will be administered by the CT292 class. Criterion (Written in %): 199% of students taking the skills test will</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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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: Yes
Type of Industry National Certification: NCRC
Historical Assessment Perspective:
 The program curriculum has been revised and assessment will demonstrate the effectiveness of the revisions.

demonstrate proficiency with tools and equipment.
Activity Schedule: Spring 2021
Related Documents:
[cabinet plans test.pdf](#)

SLO #2 SP2021-FA2021 ISMP - SLO #2
 SP2021-FA2021 ISMP
 ISMP-Advancing Workforce Development and Training
SLO Status: Completed the Assessment Cycle
Planned Assessment Cycle: Spring 2021 - Fall 2021
Start Date: 03/08/2021
End Date: 10/11/2021
Program Level SLO Industry National Certification: N/A
Type of Industry National Certification: Union and National Apprenticeship training standards for specific Trades
Historical Assessment Perspective:
 Construction Trades never go out of style. We prepare 60% of the worlds population for Life
SLO #2 SP2021-FA2021 ISMP - SLO #2
 SP2021-FA2021 ISMP
 ISMP-Advancing Workforce

Activity audit - Skills and Safety Test
Criterion (Written in %): 100% of students will pass through demonstration skills test
Activity Schedule: Spring 2021
Related Documents:
[Carpentry tools test.pdf](#)

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Development and Training

SLO #3 SP2021-FA2021 IDEA - SLO #3
SP2021-FA2021 IDEA

IDEA-Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

SLO #3 SP2021-FA2021 IDEA - SLO #3
SP2021-FA2021 IDEA

IDEA-Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

SLO Status: Completed the Assessment Cycle

Planned Assessment Cycle: Spring 2021 - Fall 2021

Start Date: 03/08/2021

End Date: 10/11/2021

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: Union and nationally recognized Standards of training for specific Trades

Historical Assessment Perspective:

Construction education is vital to the Community, both on campus and in general

Activity audit - students will show understanding of Lectures and Demonstrations of relevance for field activities

Criterion (Written in %): 100% of students will demonstrate understanding through follow up tests

Activity Schedule: Spring 2021

Related Documents:

[Construction Procedures Test.pdf](#)

Assessment Unit Four Column Report



Construction Trades (Carpentry & AutoCAD) Secondary

<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>
FA2022-SP2023 CURRICULUM REVIEW - FA2022-SP2023 CURRICULUM REVIEW SLO Status: Curriculum Review Program Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: Yes Historical Assessment Perspective: FA2022-SP2023 CURRICULUM REVIEW			
SLO #3 SP2021 - FA2021 SECONDARY TITLE VB - SLO #3 SP2021 - FA2021 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.			
FA2022-SP2023 CURRICULUM REVIEW - FA2022-SP2023 CURRICULUM REVIEW			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

SLO #3 SP2021 - FA2021 SECONDARY

TITLE VB - SLO #3 SP2021 - FA2021 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: Spring 2021 - Fall 2021

Start Date: 03/08/2021

End Date: 10/11/2021

Program Level SLO Industry

National Certification: N/A

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

Faculty-developed tests - Faculty developed test For Safety and Competency

Criterion (Written in %): 100% of secondary students in the program will complete and pass successfully

Activity Schedule: Spring 2021

Related Documents:

[carpentry](#)

Student Learning Outcomes (SLOs)

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

Use of Summary Results

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.

SLO #2 SP2021-FA2021 ISMP ISMP-Advancing Workforce Development and Training - SLO #2 SP2021-FA2021 ISMPISMP-Advancing Workforce Development and Training

Course Projects - Students will complete various projects through the course of a semester to show competency
Criterion (Written in %): 100% of students will complete
Activity Schedule: Spring 2021

SLO Status: Currently being assessed
Program Assessment Cycle: Spring 2021 - Fall 2021
Start Date: 03/08/2021
End Date: 10/11/2021

Related Documents:
[carpentry](#)

Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: related to workforce development and training

SLO #2 SP2021-FA2021 ISMP ISMP-Advancing Workforce Development and Training - SLO #2 SP2021-FA2021 ISMPISMP-Advancing Workforce

<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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Development and Training

Assessment Unit Four Column Report



Construction Trades Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



Continuing Education & Workforce Development

<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>AUO #1 FA2022 to SP2023 BUDGET GOAL - PROVIDE TIMELY AND RELEVANT WORKFORCE DEVELOPMENT TRAINING AND INITIATIVES TO GROW THE WORKFORCE ON GUAM AND IN MICRONESIA.</p> <p>AUO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: The new plan is developed using the ISMP and ACCJC standards and includes data collection measurement tools, such as the CEWD Operations Plan and Goals and Milestones performance tracking sheet.</p>	<p>Other (indicate the specific tool in the Method field/box) - CEWD Goals & Milestones Performance Tracking Sheet</p> <p>Criterion (Written in %): CEWD strives to maintain a 100% success rate. Underperformance in any areas requires a re-evaluation of the activity or program.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: CEWD FY22 GOALS & MILESTONES - Cover page.pdf</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Criterion Not Met</p> <p>N= 20 students; 8 out of 20 (40%) passed D-class license exam (04/27/2023)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: Need for vehicle (either owned by the College or rented)</p> <p>Related Documents: Bus Driving Boot Camp II (2023-05).xlsx - Exams & Licenses.pdf</p>	<p>Use of Summary Result: Project was originally scheduled for August 29, 2022 to March 10, 2023. The project actually started October 17, 2022 and is scheduled to end June 2023. At the start of the program, there were 20 participants. These 20 participants are incumbent employees of Guam Regional Transit Authority (GRTA) and were vetted through the Guam Department of Labor. Currently there are only 18 (no more 90% will successfully complete). To date, eight of participants have taken the D-class license exam with the Department of Revenue and Taxation. All eight of these participants have passed the exam (100% exam pass rate so far). Lack of access to the proper equipment (vehicle that meets the specifications for the D-class license) has contributed to the delay of the program. Vehicles from partners that were intended for use of the boot camp were either not available due to maintenance issues, or only</p>

*Administrative Unit
Outcomes (AUOs)*

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

Use of Summary Results

available for a limited amount of time due to being used for operations. (04/27/2023)

Implementation Status: 1. CEWD program coordinators currently manage three boot camps simultaneously. With the increase in requests for boot camps from employers, CEWD anticipates it will require additional program coordinators in order to meet the demand for additional training. 2. The ideal situation would be for the College to own a bus, so as in the case for the truck driving boot camps, the vehicle will be accessible and maintained as needed. This will be useful as the talks of more boot camps arise. This would involve the allocation of new funds. The recommendation to own/purchase a vehicle has not been made. A proposal would need to be submitted for approval, which will also include identifying a funding source. (04/27/2023)

AUO #1 FA2022 to SP2023 BUDGET

GOAL - PROVIDE TIMELY AND RELEVANT WORKFORCE DEVELOPMENT TRAINING AND INITIATIVES TO GROW THE WORKFORCE ON GUAM AND IN MICRONESIA.

**AUO #2: FA2022 TO SP2023 ISMP
OBJECTIVE 1.1 RESPOND TO LOCAL
AND REGIONAL OCCUPATIONAL**

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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NEEDS - ADVANCING WORKFORCE DEVELOPMENT AND TRAINING

AUO #2: FA2022 TO SP2023 ISMP OBJECTIVE 1.1 RESPOND TO LOCAL AND REGIONAL OCCUPATIONAL NEEDS - ADVANCING WORKFORCE DEVELOPMENT AND TRAINING

AUO Status: Currently being assessed

Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/15/2023

Program Level SLO Industry National Certification: N/A

Historical Assessment Perspective: The new plan uses the ISMP and ACCJC standards and includes data collection tools such as the CEWD Operations Plan and Goals and Milestones Performance tracking worksheet.

Other (indicate the specific tool in the Method field/box) - CEWD GOALS & MILESTONES PERFORMANCE TRACKING SHEET

Criterion (Written in %): CEWD strives to maintain 100% success rate. Underperformance in any areas requires a re-evaluation of the activity or program.

Activity Schedule: Fall 2022

Related Documents: [CEWD FY22 GOALS & MILESTONES - Cover page.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met

N= 12 students; 0 out of 12 (0%) completed; no qualified instructor identified to hold training (04/27/2023)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: n/a

Use of Summary Result: Project has been pushed back due to the lack of a qualified and available instructor. Individuals who were identified as instructors were either not available (instructor who taught the first boot camp), deemed not qualified due to not being able to produce transcripts (off island institutions), or are currently Government of Guam employees and were not granted outside employment. In addition, the flat rate of \$25 per hour for instructors (for not-for-credit courses) makes it difficult to recruit professional billing and coders. Currently, there is an effort to use a contractor from off-island, pending the individual obtaining a Guam business license. This class would have to be done 100% online. This project is funded via a grant from the Guam Economic Development Authority. An extension was needed due to the inability to identify an instructor. (04/27/2023)

Implementation Status: Currently working with potential instructor from Hawaii that is trying to apply for a Guam-based business license. The 8-week course will be conducted 100% online to twelve students. (04/27/2023)

Assessment Unit Four Column Report



Course - SAMPLE

No data found for the selected criteria.

Assessment Unit Four Column Report



Criminal Justice AS

No data found for the selected criteria.

Assessment Unit Four Column Report



Culinary & Restaurant Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



Culinary and Food Services (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>SLO# 1 FA2019-Spring 2020 - Demonstrate workplace soft skills in various culinary and foodservice settings. SLO Status: Completed the Assessment Cycle 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: New</p>	<p>Rubric - ProStart Program SLO # 3 Criterion (Written in %): 70 % of students completing the three year ProStart program will earn an 80% or better.</p>	<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: Criterion Met N= 73 and 70 students scored a 90 % or better. (02/23/2020) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: None needed. Related Documents: GWHS SLO 3- Assessment Rubric.pdf OHS Highest Score.pdf OHS Lowest Score.pdf JFK Program Assessment SP2020.pdf JFKHS Kit. Lab Assessment.pdf JFKHS SLO 3- Assessment Rubric.pdf JFK Highest Score.pdf JFK Lowest Score.pdf Program Assment and Rubric Descriptions- Hardcopy.pdf OHS Program Assessment Narrative SP2020.pdf SSHS Program Assessment Naritive SP2020.pdf GWHS Program Assessment Narrative SP2020.pdf SSHS Highest and Lowest scores.pdf SHS Program Assesment Summary.pdf SHS Program Assessment Narrative SY 2019-2020.pdf SHS Program Assessment Narrative SY19-20.pdf</p>	<p>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.</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: Completed the Assessment Cycle
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)

FA2021 - SP2022 Curriculum Review -

FA2021 - SP2022 Curriculum Review

SLO Status: Curriculum Review

Program Assessment Cycle: Fall 2021

- Spring 2022

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

Historical Assessment Perspective: .

SLO# 1 FA2019-Spring 2020 -

Demonstrate workplace soft skills 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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various culinary and foodservice settings.

SLO#2 FA2019-SP2020 ISMP - Student-Centered Success - Fostering Student-centered success

FA2021 - SP2022 Curriculum Review - FA2021 - SP2022 Curriculum Review

SLO #3 FA2019-SP2020 Title VB - To implement a career and technical education.

SLO #3 FA2019-SP2020 Title VB - To implement a career and technical education.

SLO Status: Completed the Assessment Cycle
Program 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: N/A
Historical Assessment Perspective: N/A

Rubric - Program Assessment Rubric
Criterion (Written in %): 90 % of students will score a 70% or better.
Activity Schedule: Instructors will use rubric regularly during experiential activities such as kitchen labs, special projects, and/or the completion of the work experience program.

Related Documents:
[Program Assment and Rubric Descriptions- Hardcopy.pdf](#)

SLO#1 FA2022-SP2023 Workplace Soft Skills in Culinary & Foodservice - SLO#1 FA2022-SP2023 Workplace Soft Skills in Culinary & Foodservice. Upon completion of this program, students will be able to demonstrate workplace soft skills in various culinary and foodservice settings.

SLO#1 FA2022-SP2023 Workplace Soft Skills in Culinary & Foodservice - SLO#1 FA2022-SP2023 Workplace

Rubric - Students will be evaluated on workplace soft skills used in culinary and food service settings

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
 N= 149, 149 out of 149 (100%) of students scored 80% or

Use of Summary Result: The Program assessment revealed that the secondary Prostart schools

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>Soft Skills in Culinary & Foodservice. Upon completion of this program, students will be able to demonstrate workplace soft skills in various culinary and foodservice settings.</p> <p>SLO Status: Currently being assessed</p> <p>Program Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: N/A</p> <p>Historical Assessment Perspective: The Prostart Program curriculum was last updated in 2019. Since the last update, employment skills have been emphasized in the program coursework.</p>	<p>using the work experience employer evaluation.</p> <p>Criterion (Written in %): Students will score an 80% or better on the work experience employer evaluation.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: Employer evaluation - Prostart .pdf</p>	<p>better on the work experience employer evaluation. Students participated in at least one experiential learning activity to demonstrate workplace soft skills. Evaluators utilized rubric criteria in which all students scored 80% and higher. (Highest score 99%) (Lowest score 80%) (05/02/2023)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p> <p>Related Documents: GWHS Prostart Program Assessment Narrative .pdf [SSHS] ProStart Program Assessment Narrative .pdf OHS ProStart Assesment Narrative.pdf THS Prostart Program Assessment Narrative .pdf Prostart Program Assessment Narrative_SHS.pdf JFKHS Prostart Program Assessment Narrative .pdf</p>	<p>utilized the same assessment tool to measure the program learning outcomes. Data submitted by each faculty revealed that students who have undergone work experience training in various food service settings achieved workplace soft skills used in the industry. As a result, 77 students are eligible for the certificate of completion and certificate of mastery which correlates to the direct articulation of college credits used towards the Culinary Program at GCC. (05/04/2023)</p> <p>Implementation Status: The department will continue to conduct In-service training on the importance of assessment and the use of prescribed assessment tools to measure learning outcomes. Also, the Prostart program curriculum will be revised to reflect the new American Culinary Federation standards and will be consulted with the advisory committee. The department faculty will continue to offer flexible learning activities conducive to achieving program learning outcomes. (05/04/2023)</p>
<p>SLO#3 FA2022-SP2023 SECONDARY TITLE VB - Implement CTE Curriculum</p> <p>- SLO#3 FA2022-SP2023 SECONDARY TITLE VB - To implement a career & technical education curriculum with applied academics that provides</p>	<p>Rubric - Students will be evaluated on workplace soft skills used in culinary and food service settings using the work experience employer evaluation.</p> <p>Criterion (Written in %): Students</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Criterion Met</p> <p>N= 149, 149 out of 149 (100%) of students scored 80% or better on the work experience employer evaluation. Students participated in at least one experiential learning activity to demonstrate workplace soft skills. Evaluators</p>	<p>Use of Summary Result: The Program assessment revealed that the secondary Prostart schools utilized the same assessment tool to measure the program learning outcomes. Data submitted by</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>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>SLO Status: Currently being assessed</p> <p>Program Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: N/A</p> <p>Historical Assessment Perspective: The Prostart Program curriculum was last updated in 2019. Since the last update, employment skills have been emphasized in the program coursework.</p>	<p>will score an 80% or better on the work experience employer evaluation.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: Employer evaluation - Prostart .pdf</p>	<p>utilized rubric criteria in which all students scored 80% and higher. (Highest score 99%) (Lowest score 80%) (05/04/2023)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p> <p>Related Documents: [SSHS] ProStart Program Assessment Narrative .pdf JFKHS Prostart Program Assessment Narrative .pdf OHS ProStart Assesment Narrative.pdf THS Prostart Program Assessment Narrative .pdf GWHS Prostart Program Assessment Narrative .pdf Prostart Program Assessment Narrative_SHS.pdf</p>	<p>each faculty revealed that students who have undergone work experience training in various food service settings achieved workplace soft skills used in the industry. As a result, 77 students are eligible for the certificate of completion and certificate of mastery which correlates to the direct articulation of college credits used towards the Culinary Program at GCC. (05/04/2023)</p> <p>Implementation Status: The department will continue to conduct In-service training on the importance of assessment and the use of prescribed assessment tools to measure learning outcomes. Also, the Prostart program curriculum will be revised to reflect the new American Culinary Federation standards and will be consulted with the advisory committee. The department faculty will continue to offer flexible learning activities conducive to achieving program learning outcomes. (05/04/2023)</p>

SLO#2 FA2022-SP2023 ISMP
Fostering 100% Student-Centered Success - SLO#2 FA2022-SP2023 ISMP
 Fostering 100% Student-Centered Success Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs.

SLO#3 FA2022-SP2023 SECONDARY
TITLE VB - Implement CTE Curriculum

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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- SLO#3 FA2022-SP2023 SECONDARY TITLE VB - To implement a career & 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#2 FA2022-SP2023 ISMP Fostering 100% Student-Centered Success - SLO#2 FA2022-SP2023 ISMP Fostering 100% Student-Centered Success Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs.
SLO Status: Currently being assessed
Program Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A
Type of Industry National Certification: N/A
Historical Assessment Perspective:
 The Prostart Program curriculum was last updated in 2019. Since the last update, employment skills have been emphasized in the program coursework.

Rubric - Students will be evaluated on workplace soft skills using the employer evaluation rubric based.
Criterion (Written in %): Students will score an 80% or better on the following employer evaluation.
Activity Schedule: Fall 2022
Related Documents:
[Work Experience Employer's Evaluation of Student.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
 N= 149, 149 out of 149 (100%) of students scored 80% or better on the work experience employer evaluation. Students participated in at least one experiential learning activity to demonstrate workplace soft skills. Evaluators utilized rubric criteria in which all students scored 80% and higher. (Highest score 99%) (Lowest score 80%) (05/04/2023)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: N/A
Related Documents:
[\[SSHS\] ProStart Program Assessment Narrative .pdf](#)
[GWHS Prostart Program Assessment Narrative .pdf](#)
[JFKHS Prostart Program Assessment Narrative .pdf](#)
[Prostart Program Assessment Narrative_SHS.pdf](#)
[THS Prostart Program Assessment Narrative .pdf](#)
[OHS ProStart Assesment Narrative.pdf](#)

Use of Summary Result: The Program assessment revealed that the secondary Prostart schools utilized the same assessment tool to measure the program learning outcomes. Data submitted by each faculty revealed that students who have undergone work experience training in various food service settings achieved workplace soft skills used in the industry. As a result, 77 students are eligible for the certificate of completion and certificate of mastery which correlates to the direct articulation of college credits used towards the Culinary Program at GCC. (05/04/2023)
Implementation Status: The department will continue to conduct In-service training on the importance of assessment and the use of prescribed assessment tools to measure learning outcomes. Also, the Prostart program curriculum will be revised to reflect the new

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

American Culinary Federation standards and will be consulted with the advisory committee. The department faculty will continue to offer flexible learning activities conducive to achieving program learning outcomes. (05/04/2023)

Assessment Unit Four Column Report



Culinary Arts AA

<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>SLO#1 FA2019-2020 CULINARY FUNDAMENTALS - SLO#1 FA2019 2020 CULINARY FUNDAMENTALS. Apply culinary fundamentals in the preparation of a variety of food products.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: N/A</p> <p>Historical Assessment Perspective: N/A- newly revamped curriculum</p> <p>SLO#1 FA2019-2020 CULINARY FUNDAMENTALS - SLO#1 FA2019 2020 CULINARY FUNDAMENTALS. Apply culinary fundamentals in the preparation of a variety of food products.</p>	<p>Capstone Experience - Student will prepare a 3-course plated menu, execute, and serve to industry professionals for judging.</p> <p>Criterion (Written in %): 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>Activity Schedule: Fall 2019</p> <p>Related Documents: RUBRICS FOR CUL280 2019-2020.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met</p> <p>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>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: NA</p> <p>Related Documents: CUL299 Rubric Highest Score.pdf CUL299 Rubric Lowest Score.pdf CUL 299 Summary of Graded Rubrics.pdf</p>	<p>Use of Summary Result: Revise the rubric to tightly align with the American Culinary Federation Certified Culinarian certification standards. (03/06/2020)</p> <p>Implementation Status: 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>SLO #3 FA2019-SP2020 IDEA-Developing specific skills, competencies. - SLO #3 FA2019-SP2020 IDEA-Developing specific skills, competencies.</p>			

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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FA2021-SP2022 Curriculum Review -
FA2021-SP2022 Curriculum Review

SLO #3 FA2019-SP2020 IDEA-Developing specific skills, competencies. - SLO #3 FA2019-SP2020 IDEA-Developing specific skills, competencies.
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: Yes
Type of Industry National Certification: ACF Certified Culinarian
Historical Assessment Perspective: Apply culinary fundamentals in the preparation of a variety of food products.

Capstone Experience - Student will write standardized recipes for a 3-course plated menu, execute, and serve to industry professionals for judging.
Criterion (Written in %): 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.
Activity Schedule: Fall 2019
Related Documents:
[RUBRICS FOR CUL280 2019-2020.pdf](#)

Reporting Period: Fall 2019 - Spring 2020
Conclusion: 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)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: NA
Related Documents:
[CUL299 Rubric Highest Score.pdf](#)
[CUL299 Rubric Lowest Score.pdf](#)
[CUL 299 Summary of Graded Rubrics.pdf](#)

Use of Summary Result: Revise the rubric to tightly align with the American Culinary Federation Certified Culinarian certification standards. (03/06/2020)
Implementation Status: The new ACF rubrics will be implemented beginning with Cycle 18, 19, and 20 classes which began on March 4, 2020. (03/06/2020)

FA2021-SP2022 Curriculum Review -
FA2021-SP2022 Curriculum Review

SLO Status: Curriculum Review
Planned Assessment Cycle: Fall 2021 - Spring 2022
Start Date: 10/12/2021
End Date: 03/14/2022
Program Level SLO Industry National Certification: Yes
Type of Industry National Certification: American Culinary Federation Certified Culinarian
Historical Assessment Perspective: .

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

Capstone Experience - Student will write standardized recipes for a 3-

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

Use of Summary Result: Revise the rubric to tightly align with the

<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>Success - SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: ACF Certified Culinarian</p> <p>Historical Assessment Perspective: 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 trained culinarians.</p> <p>SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success - SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success</p>	<p>course plated menu, execute, and serve to industry professionals for judging.</p> <p>Criterion (Written in %): 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>Activity Schedule: Fall 2019</p> <p>Related Documents: RUBRICS FOR CUL280 2019-2020.pdf</p>	<p>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>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: NA</p> <p>Related Documents: CUL 299 Summary of Graded Rubrics.pdf CUL299 Rubric Highest Score.pdf CUL299 Rubric Lowest Score.pdf</p>	<p>American Culinary Federation Certified Culinarian certification standards. (03/06/2020)</p> <p>Implementation Status: 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>SLO#2 FA2022-SP2023 ISMP-Fostering 100% Student-Centered Success - SLO#2 FA2022-SP2023 ISMP-Fostering 100% Student-Centered Success Objective 2.2 Implement innovative strategies and practice flexibility in meeting students' needs.</p> <p>SLO#2 FA2022-SP2023 ISMP-Fostering 100% Student-Centered Success - SLO#2 FA2022-SP2023 ISMP-Fostering 100% Student-</p>	<p>Rubric - Students will prepare a 3-course plated menu, execute, and serve to industry professionals for judging.</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Criterion Met</p> <p>N=20, 20 out of 20 (100%) of students prepared, executed, and served a three-course plated menu following the</p>	<p>Use of Summary Result: Use of Summary Result will be used to revise the rubric to tightly align</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>Centered Success Objective 2.2 Implement innovative strategies and practice flexibility in meeting students' needs.</p> <p>SLO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: Yes Type of Industry National Certification: American Culinary Federation Certified Culinarian (CC) Certification Historical Assessment Perspective: The Culinary Arts Program curriculum has been updated to meet the American Culinary Federation Education Foundation Accrediting Commission's required knowledge and skill competencies.</p>	<p>Criterion (Written in %): 100 % of the students will be able to execute a 3-course plated menu following the American Culinary Federation standards for the Certified Culinarians practical exam. Activity Schedule: Fall 2022 Related Documents: RUBRICS FOR CUL299 .pdf</p>	<p>American Culinary Federation standards for the Certified Culinarian practical exam and scored an 80% or better. The highest score earned is a 100%. The lowest score earned is an 80%. (04/20/2023) Growth Budget Implications/Effect: Over \$500 Growth Budget Justification: Although the assessment results reflect the criterion was met, improvements towards kitchenware equipment are needed to continue to meet kitchen facility standards as well as learning outcomes. Kitchenware equipment is the following:</p> <p>Industrial Food Processors (Robocoupe) \$2,000 Kitchen Aid Mixers \$350 x 5 each = \$1,750 Small Wares (scoopers, strainers, specialty tools) = \$1000</p> <p>Related Documents: ACF Praactical Exam .pdf</p>	<p>with the American Culinary Federation Certified Culinarian certification standards that were recently updated. (04/20/2023) Implementation Status: The new ACF rubrics will be implemented beginning with Cycle 24, 25, and 26 classes which will begin in Fall 2023. (04/20/2023)</p>
<p>SLO#3 FA2022-SP2023 IDEA-Developing Specific Skills, Competencies - SLO#3 FA2022-SP2023 IDEA-Developing Specific Skills, Competencies, and point of view needed by professionals in the field most closely related to this course.</p> <p>SLO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: Yes Type of Industry National Certification: American Culinary Federation Certified Culinarian (CC)</p>	<p>Rubric - Students will prepare a 3-course plated menu, execute, and serve to industry professionals for judging. Criterion (Written in %): 100 % of the students will be able to execute a 3-course plated menu following the American Culinary Federation standards for the Certified Culinarians practical exam. Activity Schedule: Fall 2022 Related Documents: RUBRICS FOR CUL299 .pdf</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Met N=20, 20 out of 20 (100%) of students prepared, executed, and served a three-course plated menu following the American Culinary Federation standards for the Certified Culinarian practical exam and scored an 80% or better. The highest score earned is a 100%. The lowest score earned is an 80%. Industry professionals indicated the need for improvement in the following areas plate presentation and balance in flavors. Areas of strength for both high and low include safety and sanitation, workflow, and craftsmanship skills. (04/20/2023) Growth Budget Implications/Effect: Over \$500 Growth Budget Justification: Although the assessment results reflect the criterion was met, improvements towards kitchenware equipment are needed to continue to meet kitchen facility standards as well as learning</p>	<p>Use of Summary Result: Use of Summary Result will be used to revise the rubric to tightly align with the American Culinary Federation Certified Culinarian certification standards that were recently updated. (04/20/2023) Implementation Status: The new ACF rubrics will be implemented beginning with Cycle 24, 25, and 26 classes which will begin in Fall 2023. (04/20/2023)</p>

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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<p>Certification</p> <p>Historical Assessment Perspective: The Culinary Arts Program curriculum has been updated to meet the American Culinary Federation Education Foundation Accrediting Commission required knowledge and skill competencies.</p>		<p>outcomes. Kitchenware equipment is the following:</p> <p>Industrial Food Processors (Robocoupe) \$2,000 Kitchen Aid Mixers \$350 x 5 each = \$1,750 Small Wares (scoopers, strainers, specialty tools) = \$1000</p> <p>Related Documents: Student Work 3rd course (Good).jpg Student Work 1st course (Good).jpg Student Work 2nd course (Good).jpg</p>	
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<p>SLO#2 FA2022-SP2023 Culinary & Baking Pastry Fundamentals - SLO#2 FA2022-SP2023 Upon completion of this program, students will be able to apply culinary and baking and pastry fundamentals in the preparation of a variety of food products.</p>			
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<p>SLO#3 FA2022-SP2023 IDEA-Developing Specific Skills, Competencies - SLO#3 FA2022-SP2023 IDEA-Developing Specific Skills, Competencies, and point of view needed by professionals in the field most closely related to this course.</p>			
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<p>SLO#2 FA2022-SP2023 Culinary & Baking Pastry Fundamentals - SLO#2 FA2022-SP2023 Upon completion of this program, students will be able to apply culinary and baking and pastry fundamentals in the preparation of a variety of food products.</p> <p>SLO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry</p>	<p>Capstone Experience - Students will prepare a 3-course plated menu, execute, and serve to industry professionals for judging.</p> <p>Criterion (Written in %): 100 % of the students will be able to execute a 3-course plated menu following the American Culinary Federation standards for the Certified Culinarians practical exam.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: RUBRICS FOR CUL299 .pdf</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Criterion Met N=20, 20 out of 20 (100%) of students prepared, executed, and served a three-course plated menu following the American Culinary Federation standards for the Certified Culinarian practical exam and scored an 80% or better. The highest score earned is a 100%. The lowest score earned is an 80%. Industry professionals indicated the need for improvement in the following areas plate presentation and balance in flavors. Areas of strength for both high and low include safety and sanitation, workflow, and craftsmanship skills. (04/20/2023)</p> <p>Growth Budget Implications/Effect: Over \$500</p>	<p>Use of Summary Result: Use of Summary Result will be used to revise the rubric to tightly align with the American Culinary Federation Certified Culinarian and Pastry Culinarian certification standards that were recently updated. (04/20/2023) (04/20/2023)</p> <p>Implementation Status: The new ACF rubrics will be implemented beginning with Cycle 24, 25, and</p>
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<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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National Certification: Yes
Type of Industry National Certification: American Culinary Federation Certified Culinarian (CC) Certification
Historical Assessment Perspective:
 The Culinary Arts Program curriculum has been updated to meet the American Culinary Federation Education Foundation Accrediting Commission's required knowledge and skill competencies. The Baking track has also been adopted as part of an area of specialization.

Growth Budget Justification: j
Related Documents:
[Student work \(A grade\).jpg](#)
[Student work \(B grade\) .jpg](#)
[Student work \(C grade\) .jpg](#)

26 classes which will begin in Fall 2023. (04/20/2023)

Assessment Unit Four Column Report



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>FALL2020-SPRING2021 AUO#1 Budget Goal#1 Expand Donation Methods and Vehicles - 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>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/08/2021</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: 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>Other (indicate the specific tool in the Method field/box) - Increase in the number of active donors to GCC and foundation</p> <p>Criterion (Written in %): an increase by 50% in the number of individuals or organizations who make monetary or in-kind donations the GCC Foundation within a calendar year</p> <p>Related Documents: fy2019_financial_statements.pdf</p> <p>Other (indicate the specific tool in the Method field/box) - Increase in outreach to potential donors</p> <p>Criterion (Written in %): 50% increase in donor outreach</p> <p>Activity Schedule: Fall 2020</p>	<p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Criterion Met</p> <p>Additional events have been added to GCC's annual fundraising events (although implementation did not start until Fall 2022: BBQ Burgers and Beers. Additionally, online sales and online donations are set for implementation in Spring 2023, with the recent purchase of Bloomerang Donor Management and Fundraising software. (03/12/2023)</p> <p>Growth Budget Implications/Effect: Over \$500</p> <p>Growth Budget Justification: Increased events require increased purchases, however, the funds raised should more than offset the increased cost. Purchase and subscription for Bloomerang software/services will have an impact on the budget, but annual donation increases should offset costs.</p>	
<p>FALL2020-SPRING2021 AUO#1 Budget Goal#1 Expand Donation</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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Methods and Vehicles - 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

FALL2020-SPRING2021 AUO#1 ISMP Goal#1 Optimize Resources - Increase engagement with GCC alumni through social media and alumni specific campaigns to further strengthen GCC's connection to build a legacy program through the DAR office

FALL2020-SPRING2021 AUO#1 ISMP Goal#1 Optimize Resources - Increase engagement with GCC alumni through social media and alumni specific campaigns to further strengthen GCC's connection to build a legacy program through the DAR office

AUO Status: Completed the Assessment Cycle

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: Currently, GCC alumni engagement is based on events with limited opportunities to involve alumni in a meaningful way

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

database of alumni
Criterion (Written in %): 100% increase in the number of alumni actively engaged through email, digital communications (such as eNewsletter), and social media

Activity Schedule: Fall 2020

Related Documents:

[Alumni contact information 2010-2020.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met
N=0% (04/19/2023)

Growth Budget Implications/Effect: Over \$500

Growth Budget Justification: Although the criterion was not met due to delays in determining the optimum service to purchase, Bloomerang is now purchased and being populated for use moving forward. (03/13/2023)

Use of Summary Result: DAR is unable to efficiently expand contact with alumni due to unreliable and dated contact information available at this time (04/28/2023)

Implementation Status: With the installation of a donor management system, DAR will be able to segment out and update contact information for alumni who are active donors (04/28/2023)

Use of Summary Result: Criterion was not met due to unsuccessful attempts to entice donors to commit to legacy donations, especially in the post-COVID period when there was very low fundraising (03/13/2023) (04/19/2023)

AUO#1: FA2022-SP2023 Budget:

Fundraising Activities - Annual

Reporting Period: Fall 2022 - Spring 2023

Use of Summary Result: DAR is

<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>Increasing Repeat Donors - FALL2022-SPRING2023 AUO#1 Budget: Converting One-Time and One-Event Donors to Repeat Donors DAR was recently awarded US Department of Interior Technical Assistance Program (TAP) grant funding for donor management allows for the tracking and engaging of a greater number of donors and to development of multiple giving opportunities for prospected donors. AUO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/01/2022 End Date: 03/31/2023 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: ISMP Goal 1: Advancing Workforce Development and Training. Objective 1.2: Cultivating meaningful partnerships. AUO#1: FA2022-SP2023 Budget: Increasing Repeat Donors - FALL2022-SPRING2023 AUO#1 Budget: Converting One-Time and One-Event Donors to Repeat Donors DAR was recently awarded US Department of Interior Technical Assistance Program (TAP) grant funding for donor management allows for the tracking and engaging of a greater number of donors and to development of multiple giving opportunities for prospected donors.</p>	<p>repeat donors will increase by 10% from the list of annual one-time/one-event donors, as measured through Bloomerang Donor Management and Fundraising Software Criterion (Written in %): Increase of 10% in repeat donors Activity Schedule: Spring 2023 Related Documents: TAP-Guam-2022-9 GCC grant award documents.pdf</p>	<p>Conclusion: Criterion Not Met N=300; 0% completion. Since the onset of COVID-19, the engagement of donors has been difficult, even for events that have proven very successful in the past. In the current economic environment, increasing donations even from consistent donors is proving to be hard. (03/13/2023) Growth Budget Implications/Effect: Over \$500 Growth Budget Justification: subscription service for database and online fundraising tools for annual impact on budget of \$3,298.20 Related Documents: 2023 DAR Revenue Estimate (2).pdf</p>	<p>currently profiling one-time donor prospects to determine those with the highest likelihood to convert to multiple opportunity donors for the FY24 fundraising cycle. (03/13/2023) Implementation Status: Upon activation of donor software, current one-time donors will be contacted for increased engagement and additional opportunities to donate to GCC (04/19/2023)</p>
<p>AUO#2: FA2022-SP2023 ISMP Goal#1: Optimizing Resources -</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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AUO#2: FA2022-SP2023 ISMP Goal#1: Optimizing Resources Fundraising events and programs such as Workplace Giving, Online giving, and special events meet or exceed revenue and profit projections in Fiscal Year 2023. Donor management software allows for the stratification of giving opportunities.

AUO#2: FA2022-SP2023 ISMP Goal#1: Optimizing Resources -

AUO#2: FA2022-SP2023 ISMP Goal#1: Optimizing Resources Fundraising events and programs such as Workplace Giving, Online giving, and special events meet or exceed revenue and profit projections in Fiscal Year 2023. Donor management software allows for the stratification of giving opportunities.

AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/01/2022

End Date: 03/31/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

Diversifying fundraising and outreach methods allows DAR to meet the goal of Optimizing Resources through multiple revenue streams.

Institutional Strategic Master Plan (ISMP) -

Through the use of a donor-management system, DAR will be able to approach donors and potential donors with different opportunities]to donate or contribute to GCC, which will result in an increase in the total amount donated to the Foundation.

Criterion (Written in %): 100% of donors will be added to the database for management and future solicitations. Diversified revenue streams will allow for a minimum 10% increase in fundraising and contribution funds raised

Activity Schedule: Spring 2023

Related Documents:

[2023 DAR Revenue Estimate \(2\).pdf](#)

[INV-199126.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met
N=300; 0% completion of donors entered into database (04/19/2023)

Growth Budget Implications/Effect: Over \$500

Growth Budget Justification: Annual subscription service required to maintain access and use of services

Related Documents:

[Bloomerang Training .pdf](#)

Use of Summary Result:

Bloomerang is now purchased and being populated for use moving forward. (03/13/2023)

Implementation Status: Data input, with the assistance of the vendor, continues. Team training will commence once data input is completed and is planned for Summer 2023 (04/19/2023) (04/28/2023)

Assessment Unit Four Column Report



Early Childhood Education (Secondary)

<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 - .
SLO Status: Curriculum Review
Program Assessment Cycle: Fall 2021
 - Spring 2022
Start Date: 10/12/2021
End Date: 03/14/2022
Program Level SLO Industry
National Certification: N/A
Historical Assessment Perspective: .
SLO#1 - .

FA2022-2023 Curriculum Review -
 FA2022-2023 Curriculum Review
FA2022-2023 Curriculum Review -
 FA2022-2023 Curriculum Review
SLO Status: Curriculum Review
Program Assessment Cycle: Fall 2022
 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry
National Certification: N/A
Historical Assessment Perspective: .

Course Projects - FA2022-2023
 Curriculum Review
Criterion (Written in %): FA2022-
 2023 Curriculum Review
Activity Schedule: FA2022-2023
 Curriculum Review

Assessment Unit Four Column Report



Early Childhood Education 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>
<p>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).</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: ..</p> <p>Historical Assessment Perspective: 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).</p>	<p>Directly related to Objective</p> <hr/> <p>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.</p> <p>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 Spring 2021.</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met NA (10/07/2022)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: NA</p> <hr/> <p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Issues Found</p> <p>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)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: NA</p> <p>Related Documents:</p> <p>Rating Scale.pdf</p> <p>Assess Artifact Excel Rating Scale.pdf</p> <p>Overall Results for CD292 Surveymonkey.pdf</p> <p>Overall Assessment Results for CD292 FA19.docx</p> <p>Overall Results for CD292 Artifacts Rating Scales.pdf</p> <p>syllabus CD292 SP21 - Copy.pdf</p>	<p>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.</p> <p>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)</p> <p>Implementation Status: DC revised rating scale so the NA category will not effect students' overall grade. See attached Spring 2021 syllabus (p.5). (02/26/2021)</p> <p>Implementation Status: DC will</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

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

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).

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

SLO#2 FA2021-SP2022 ISMP Advancing Workforce Dev. - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training

SLO#2 FA2021-SP2022 ISMP Advancing Workforce Dev. - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training

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: This current assessment will inform future improvement efforts by creating a satisfaction survey for the practicum classroom teachers and

Employee-Faculty Satisfaction Survey - A Practicum Survey will be developed during Fall 2019 and administered to all practicum classroom teachers/directors at the end of Spring 2021.
Criterion (Written in %): At least 75% of the respondents who completed survey will indicate a satisfactory or higher rating.
Activity Schedule: Survey developed in Fall 2019 and administered in Spring 2020.
Related Documents:
[survey practicum.2.pdf](#)
[survey practicum.3.pdf](#)
[Assess Survey Results FA20.pdf](#)

Reporting Period: Fall 2019 - Spring 2020
Conclusion: Criterion Not Met
Three out of a total of seven surveys emailed out were completed. All results met criterion of a satisfactory or higher rating of the practicum student. (12/16/2019)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: NA
Related Documents:
[Overall Results for CD292 Surveymonkey.pdf](#)
[Assess Survey Results FA20.pdf](#)

Use of Summary Result: Only 43% (n=7) of surveys sent out were completed. Since this is an anonymous survey it is difficult to know who did not submit survey. The results indicated all classroom teachers/mentors felt students met their expectations at a Satisfactory and/or Excellent level. There was one written comment which was very positive. The comment stated "...I will always support the GCC education programs and their practicum students in order to provide them with hands-on and real-life experiences. I was excited to take on a student his year because I

<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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principals/directors. In the history of our department we never had a satisfaction survey administered with an outlet for comments and suggestions from those who directly work with our students at the various placement sites.

have a student with special needs. I suggest that the students spend more time in the classroom. My student seems more comfortable and engaged with the class and events after completing her required time with us...Keep up the great work and commitment to giving our young learners of our island the best educators we can." (12/16/2019)

Implementation Status:
Discussions will be held in Spring 2020 with instructors, mentors, students, and classroom teachers to determine ways to increase survey response to meet the 75% return rate as stated in the criterion. (12/18/2019)

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: 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

Type of Industry National Certification: ...

Historical Assessment Perspective: According to GCC's Graduate Employment Report for the Class of

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

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](#)

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)

<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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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 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.

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

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

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

Curriculum Review (FA2021-SP2022)
 - NA

Curriculum Review (FA2021-SP2022)
 - NA

SLO Status: Curriculum Review

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: NA

Historical Assessment Perspective:
 NA

SLO #1 (SP2023-FA2023) Effective Communication - Upon successful completion of the AS in Early Childhood, students will be able to communicate effectively with students, staff and families including

Student Learning Outcomes (SLOs)

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

Use of Summary Results

those from diverse backgrounds and special populations.

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022

- Spring 2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: NA

Historical Assessment Perspective:

The previous assessment cycle focused on SLO #1 which was fully met so this round will target SLO #2.

SLO #1 (SP2023-FA2023) Effective

Communication - Upon successful completion of the AS in Early Childhood, students will be able to communicate effectively with students, staff and families including those from diverse backgrounds and special populations.

FA2022-SP2023 Curriculum Review -

FA2022-SP2023 Curriculum Review

FA2022-SP2023 Curriculum Review -

FA2022-SP2023 Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022

- Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: .

Assessment Unit Four Column Report



Education AA & 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>Demonstrate professional and ethical conduct - 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>SLO Status: Curriculum Review</p> <p>Planned Assessment Cycle: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2021</p> <p>End Date: 03/14/2022</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: 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>Capstone Experience - 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>Criterion (Written in %): 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>Activity Schedule: 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>Related Documents: ED292 Course Syllabus, Outline, and Forms, Spring 2020, D. Ellen.docx</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: 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 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>Growth Budget Implications/Effect: Under \$500</p> <p>Growth Budget Justification: 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</p>	<p>Use of Summary Result: 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 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.</p>

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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cover this cost that must come out of the instructor's own pocket.

(10/10/2020)

Implementation Status: Plan from FA2019 was implemented which was helpful for SP2020, except for the entire shifting to online status. (10/12/2020)

Demonstrate professional and ethical conduct - 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.

FA2021-SP2022 Curriculum Review - FA2021-SP2022 Curriculum Review

FA2021-SP2022 Curriculum Review - FA2021-SP2022 Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: .

Historical Assessment Perspective: .

FA2022-SP2023 Curriculum Review - FA2022-SP2023 Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: .

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

FA2022-SP2023 Curriculum Review -

FA2022-SP2023 Curriculum Review

Assessment Unit Four Column Report



Education/Cosmetology Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



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>Build a computer network - SLO# 1 FA2020-SP2021. Build a secure and reliable computer networking system. SLO Status: Completed the Assessment Cycle 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 Historical Assessment Perspective: 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>Lab/Skills Test - 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. Criterion (Written in %): 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>Activity Schedule: Students will be assessed during the Spring semester.</p>	<p>Related Documents: 7.4.1.2 Packet Tracer - Skills Integration Challenge.pdf Ricky Tyquiengco</p>
<p>Build a computer network - SLO# 1 FA2020-SP2021. Build a secure and reliable computer networking system.</p>			
<p>FA2021-SP2022 Curriculum review - FA2021-SP2022 Curriculum review</p>			
<p>FA2021-SP2022 Curriculum review - FA2021-SP2022 Curriculum review SLO Status: Curriculum Review Program Assessment Cycle: Fall 2021</p>			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

- Spring 2022

Start Date: 10/11/2021

End Date: 03/22/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

Curriculum review

FA2022-SP2023-Curriculum review -

FA2022-SP2023-Curriculum review

SLO Status: Curriculum Review

Program Assessment Cycle: Fall 2022

- Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

FA2022-SP2023-Curriculum review

FA2022-SP2023-Curriculum review -

FA2022-SP2023-Curriculum review

FA2022-SP2023-Curriculum review -

FA2022-SP2023-Curriculum review

FA2022-SP2023-Curriculum review -

FA2022-SP2023-Curriculum review

SLO Status: Curriculum Review

Program Assessment Cycle: Fall 2022

- Spring 2023

Start Date: 10/10/2022

End Date: 03/03/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

FA2022-SP2023-Curriculum review

Build a secure computer network. -

SLO # 1 FA2022-SP2023 Build a secure and reliable computer networking system.

SLO Status: Curriculum Review

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

Program Assessment Cycle: Fall 2022

- Spring 2023

Start Date: 10/10/2022

End Date: 03/03/2023

Program Level SLO Industry

National Certification: Yes

Type of Industry National

Certification: CompTIA A+

Certification

Historical Assessment Perspective:

Curriculum Review

Build a secure computer network. -

SLO # 1 FA2022-SP2023 Build a secure
and reliable computer networking
system.

Assessment Unit Four Column Report



English Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



Environmental Health & Safety

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>AUO#1 FA2020-SP 2021 Budget Goal: Awareness and Safety - AUO#1 FA2020-SP 2021 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>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/08/2021</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: 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>AUO#1 FA2020-SP 2021 Budget Goal: Awareness and Safety - AUO#1 FA2020-SP 2021 Budget Goal: Improve Awareness of Operational Safety Procedures and the role of the</p>	<p>Document Review - Active Shooter training information provided to employees online.</p> <p>Criterion (Written in %): 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>Activity Schedule: Fall 2020</p> <p>Related Documents:</p> <p>Active Shooter Online Training.pdf</p> <p>Active Shooter Qs.pdf</p>	<p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Criterion Not Met</p> <p>N= 229</p> <p>89 employees responded to the Active Shooter Awareness and Refresher Online (posted on the Work Life tab). 89/229 = 39 percent.</p> <p>Less than half of the colleges employees participated in this Online awareness, refresher, and preparedness for an Active Shooter situation. (11/01/2021)</p> <p>Growth Budget Implications/Effect: Over \$500</p> <p>Growth Budget Justification: Budget growth is needed to support an on-site Active Shooter (in-person) training for all employees. This on-site Active Shooter training would be coordinated with our local law enforcement agency that may be able to conduct an on-site Active Shooter training (e.g. Guam Homeland Security, FBI, GPD, or Judiciary). Budget growth would support printing of Active Shooter announcement flyers and refreshment (prepacked lunch and bottle water) needed on-site for the participants. This is a life-saving training which is a necessary activity for personal safety of our college employees.</p> <p>This on-site training is dependent on the PCOR of the current COVID-19 pandemic.</p>	<p>Use of Summary Result: With the 39% rate, criterion not met, the Environmental Health & Safety Office would need to reach out to local agencies for an on-site Active Shooter Training for all the employees. Half a day would be set a side to carry out this activity on campus. This activity however is dependent on the current COVID-19 pandemic status on our island. (11/01/2021)</p> <p>Implementation Status: The implementation of an on-site Active Shooter training for all the employees is dependent on the status of current COVID-19 situation on our island with regards to indoor and outdoor gathering requirements. (11/01/2021)</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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Environmental Health and Safety
Office through use of information and
communication technology.

**AUO #2 FA2020-SP2021 ISMP-
Modernizing and Expanding
Infrastructure and Technology - AUO**
#2 FA2020-SP2021 ISMP-
Modernizing and Expanding
Infrastructure and Technology
through the use of technology to
replace the current magnetic lockset
system for building 2000
(Administration).

**AUO #2 FA2020-SP2021 ISMP-
Modernizing and Expanding
Infrastructure and Technology - AUO**
#2 FA2020-SP2021 ISMP-
Modernizing and Expanding
Infrastructure and Technology
through the use of technology to
replace the current magnetic lockset
system for building 2000
(Administration).

AUO Status: Completed the
Assessment Cycle
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 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

**Institutional Strategic Master Plan
(ISMP) - 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
lockset system for safety and
security.
Criterion (Written in %): 100
percent , N = 66 doors, will be
replaced with an upgrade and new
lockset system technology.
Activity Schedule: Fall 2020:
Environmental Health & Safety
Office will solicit information and
price quotes from local vendors to
develop the scope of work for
implementation.

Related Documents:
[Satin Chrome Electronic Lockset
System.pdf](#)

Reporting Period: Fall 2020 - Spring 2021
Conclusion: Criterion Met
N=66
Completed =66/66 = 100%
All proposed 66 office door were completed by changing
the existing magnetic lock to a new lock technology, Schlage
Keyless (combination) Lockset System. (11/09/2021)
Growth Budget Implications/Effect: Over \$5,000
Growth Budget Justification: This project was successfully
completed and paid for. There is no need for future budget
growth for this activity.
Related Documents:
[Purchase Order.pdf](#)

Use of Summary Result: This
project activity is completed.
(11/09/2021)
Implementation Status: This
project activity was implemented
and completed, 100%. The
criterion was met. (11/09/2021)

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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is new plan reflects the ISMP on optimizing resources through technology to make continuous improvements.

AUO #1 FA2022-SP2023 Budget Goal #2 - Safety Measures on Campus - AUO#1 FA2022- SP2023 Budget Goal #2 – To Conduct Environmental Health & Safety inspections to ensure safety in the workplace on campus and at satellite schools.
AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry
National Certification: N/A
Historical Assessment Perspective: Historically, the Fire Alarm and Mass Notification Systems have supervisory and troubles issues with ground faults, surge protection modules, VBus and SBUS and delivery of parts in a timely manner. Satellite schools lack regular safety annual inspections.

Activity audit - Check List - This Check List is a campus-wide assessment of the Fire Alarm and Mass Notification Systems (FAS MNS).
Criterion (Written in %): Fire Alarm and Mass Notification Systems will operate at 100% - Normal status.
Activity Schedule: Fall 2022
Related Documents:
[FAS MNS Check List.pdf](#)

Activity audit - Stray Dog Catch Log
Criterion (Written in %): 100% of stray dogs on campus will be caught with humane traps and referred to Animal Control or GAIN for care and adoption.
Activity Schedule: Fall 2022
Related Documents:
[Daily Stray Dog Catch Log.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Not Met
 N=15, excluding B building as it is under construction (16 buildings - 1 building = 15 buildings). The Fire Alarm and Mass Notification System are in operation at an average of 85%. (12/11/2022)
Growth Budget Implications/Effect: Over \$5,000
Growth Budget Justification: Budget growth is needed for a comprehensive completion of maintenance on the FAS-MNS "Troubles" and "Supervisory" issues to achieve a normal status of operation.
Related Documents:
[FAS-MNS Assessment Fall 2022.pdf](#)
[FAS MNS March 2023.pdf](#)
[FAS MNS maintenance, repair; Purchase Order.pdf](#)
[FAS MNS \(85%\) status as March 2023.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Not Met
 N =5, a total of five stray dogs made the campus their habitual home. Four females and one male. A total of three females were caught, and one female and a male remain. Therefore, 3/5 = 60% of the stray dogs were caught with humane traps and referred to Animal Control or GAIN for care or adoption. (12/12/2022)
Growth Budget Implications/Effect: Over \$500
Growth Budget Justification: Budget growth is needed to procure humane dog traps for the College to ensure health and safety of its constituents.
Related Documents:
[Daily Stray Dog Catch Log 12.12.22.pdf](#)
[Stray Dogs, Summative Report, March 2023.pdf](#)
[Humane Stray Dog Trap price quote.pdf](#)

Use of Summary Result: Trouble shoot, replace, repair work is still ongoing on the FAS MNS with the current contractor. (03/03/2023)
Implementation Status: Troubleshoot, maintenance and repair work is ongoing in March 2023. (03/03/2023)

Use of Summary Result: 40% (100%-60%) of stray dogs remain on campus. Action Plan: EHS has obtained price quotes on humane stray dog traps. The Environmental Health & Safety Officer needs to inspect these quoted traps to see if they are suitable for the task of catching the stray dogs. (03/03/2023)
Implementation Status: The Environmental Health & Safety Office is in the process of procuring a humane dog trap to alleviate the number of stray dogs that want to establish our campus as their habitual residence. (03/03/2023)

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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AUO #1 FA2022-SP2023 Budget Goal #2 - Safety Measures on Campus -
 AUO#1 FA2022- SP2023 Budget Goal #2 – To Conduct Environmental Health & Safety inspections to ensure safety in the workplace on campus and at satellite schools.

AUO #2 FA2022-SP2023 ISMP - Optimizing Resources - AUO #2
 FA2022-SP2023 ISMP - Objective 4.3
 Provide employee professional development.

AUO #2 FA2022-SP2023 ISMP - Optimizing Resources - AUO #2
 FA2022-SP2023 ISMP - Objective 4.3
 Provide employee professional development.

AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry
National Certification: N/A
Historical Assessment Perspective:
 Employees need ongoing professional development trainings on safety awareness in the workplace.

Exit Interviews/Survey - Google form survey - assessment of participants' satisfactory experience and knowledge gain during the training.

Criterion (Written in %): 100% of employee survey responders will gain knowledge in professional development in regards to safety in the workplace.

Activity Schedule: Fall 2022

Related Documents:
[Google Form Survey Questionnaire.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met
 N=12, In chart 1, 11 out of 12 =92% indicated they understood the use of fire extinguisher, and consequently in Chart 2, 10/12 =83% of there responders indicated that they had hands-on experience training which would enable them to handle fire extinguishers. The average percentage of responders who gained knowledge in this professional development is 88 (N= 92+83=175/2 = 87.5 = 88%). (12/12/2022)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: No budget impact

Related Documents:
[Fire Extinguisher Training Evaluation04182023.pdf](#)

Use of Summary Result: An average of 88 percent of the responders indicated that gain knowledge and better understanding of the Fire Extinguishers Training. One of the possible contributing factor to the average percentage of 88 could be the participant(s) did not fully understand the question asked or an error in choosing the correct response. Because this training was the first, one time, and new training conducted in a long time for the participants, the recommendation is to hold multiple trainings in the future to further hands-on experience with fire extinguishers and understanding of their purpose. (03/03/2023)

Implementation Status: An average of eighty eight (88) percent (N= 92+83=175/2 = 87.5 = 88%) indicated that they gained knowledge and better

<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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understanding after the training. Future workplace safety trainings will be planned, implemented, and measured with Google survey aka Evaluation. (03/03/2023)

Assessment Unit Four Column Report



Environmental Technician 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>SLO#2 FA2020 - SP2021 Student Success - SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO Status: Completed the Assessment Cycle 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: 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.</p>	<p>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</p>		
<p>SLO#2 FA2020 - SP2021 Student Success - SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success</p>			
<p>FALL 2020 - SPRING 2021 - most update program document is dated 2015</p>			

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

**FA2022-SP2023-Curriculum Review -
Curriculum Review**

FALL 2020 - SPRING 2021 - most
update program document is dated
2015

SLO Status: Curriculum Review

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 last time the program curricula
was updated was it's adoption back
in 2015.

**FA2022-SP2023-Curriculum Review -
Curriculum Review**

SLO Status: Curriculum Review

Planned Assessment Cycle: Spring
2021 - Fall 2021

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: .

**FA2022-SP2023 Curriculum Review -
FA2022-SP2023 Curriculum Review**

SLO Status: Curriculum Review

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:
N/A

**SLO #1 FA2021-SP2022 Methods and
Processing - SLO#3 Upon successful**

<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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completion of this program, students will be able to demonstrate proficiency in technical methods, data handling, and processing methodology

SLO Status: Curriculum Review

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

We have been able to move a few key courses through the CRC process and just finalizing in hopes to have them approved to move forward

SLO #1 FA2021-SP2022 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

FA2022-SP2023 Curriculum Review -

FA2022-SP2023 Curriculum Review

Assessment Unit Four Column Report



Foodservice Management AS

<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>SLO#1 FA2019-SP2020 CUSTOMER-ORIENTED WORK ETHIC - SLO#1 FA2019-SP2020 CUSTOMER-ORIENTED WORK ETHIC. Upon successful completion of the program, the student will model a customer-oriented work ethic. SLO Status: Completed the Assessment Cycle Start Date: 10/14/2019 End Date: 03/09/2020 Program Level SLO Industry National Certification: Yes Type of Industry National Certification: National Restaurant Association Historical Assessment Perspective: The A. S. Foodservice Management curriculum replaces the Food and Beverage program curriculum.</p>	<p>Directly related to SLO</p> <hr/> <p>Capstone Experience - Student program learning outcomes will be assessed using an employer rating of student performance during his/her practicum experience. A rubric that delineates prescribed competencies appropriate for the program was created to assist mentors in an objective rating of student learning outcomes.</p>	<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: Criterion Not Met None (02/20/2020) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: None</p>	<p>Use of Summary Result: The A.S. in Foodservice Management was only implemented in fall 2019. Enrolled students are in the early stage of the program and have not engaged in program practicum. Therefore, no data collected yet to support SLO no. 3 (02/20/2020)</p> <p>Implementation Status: The revamped A.S. in Foodservice Management program and its related courses were implemented in fall 2019. Students are in the early stage of the program and none have participated in practicum, a course that will be offered each spring beginning 2021. (03/01/2020)</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Criterion (Written in %): All students (100%) participating in the program practicum will be rated by their respective employer a minimum rating of "meeting the prescribed competencies" for entry-level food service supervisors.

Activity Schedule: The department chair is tasked to field students every spring semester. The Chair is also tasked to collect and summarize data and report the use of summary results.

Related Documents:

[A.S. Foodservice Management SLO Rubrics.pdf](#)

SLO#1 FA2019-SP2020 CUSTOMER-ORIENTED WORK ETHIC - SLO#1
FA2019-SP2020 CUSTOMER-ORIENTED WORK ETHIC. Upon successful completion of the program, the student will model a customer-oriented work ethic.

SLO#2 FA2019-SP2020 ISMP GOAL STUDENT-CENTERED SUCCESS -
SLO#2 FA2019-SP2020 ISMP GOAL STUDENT-CENTERED SUCCESS. Fostering 100% student-centered success.

SLO#2 FA2019-SP2020 ISMP GOAL STUDENT-CENTERED SUCCESS -
SLO#2 FA2019-SP2020 ISMP GOAL STUDENT-CENTERED SUCCESS. Fostering 100% student-centered success.
SLO Status: Completed the Assessment Cycle
Planned Assessment Cycle: Fall 2019

Capstone Experience - Student program learning outcomes will be assessed through an employer rating of student practicum. A rubric that delineates prescribed competencies appropriate for the program was created to assist mentors in an objective rating of student learning outcomes.

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Not Met

The revamped A.S. in Foodservice Management program and its related courses were implemented in fall 2019. Students are in the early stage of the program and none have participated in practicum, a course that will be offered each spring beginning 2021. (03/01/2020) (03/01/2020)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: N/A

Use of Summary Result: The revamped A.S. in Foodservice Management program and its related courses were implemented in fall 2019. Students are in the early stage of the program and none have participated in practicum, a course that will be offered

<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 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: The A.S. Foodservice Management replaces the A.S. Food and Beverage Management program.</p>	<p>Criterion (Written in %): All students (100%) participating in the program practicum will be rated by their respective employer a minimum rating of "meeting the prescribed competencies" for entry-level food service supervisors. Activity Schedule: The department chair is tasked to field students every spring semester. The Chair is also tasked to collect and summarize data and report the use of summary results. Related Documents: A.S. Foodservice Management SLO Rubrics.pdf</p>	<p>beginning fall 2020. (03/01/2020) (03/01/2020) Implementation Status: The revamped A.S. in Foodservice Management program and its related courses were implemented in fall 2019. Students are in the early stage of the program and none have participated in practicum, a course that will be offered each spring beginning 2021. (03/01/2020) (03/01/2020)</p>	
<p>SLO#3 FA2019-SP2020 IDEA#4 SKILLS - SLO#3 FA2019-SP2020 IDEA#4 SKILLS. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. 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: Yes Type of Industry National Certification: National Restaurant Association Historical Assessment Perspective: The A.S. Foodservice Management replaces the A.S. in Food and Beverage Management.</p>	<p>Directly related to SLO Capstone Experience - Student program learning outcomes will be assessed using an employer rating of student performance during his/her practicum experience. A rubric that delineates prescribed competencies appropriate for the program was created to assist mentors in an objective rating of student learning outcomes. Criterion (Written in %): All students (100%) participating in the</p>	<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Not Met No data collected. (03/09/2020) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A</p>	<p>Use of Summary Result: The revamped A.S. in Foodservice Management program and its related courses were implemented in fall 2019. Students are in the early stage of the program and none have participated in practicum, a course that will be offered beginning fall 2020. (03/11/2020)</p>
		<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: Criterion Not Met The revamped A.S. in Foodservice Management program and its related courses were implemented in fall 2019. Students are in the early stage of the program and none have participated in practicum, a course that will be offered each spring beginning 2021. (03/01/2020) (03/01/2020) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A</p>	<p>Use of Summary Result: The practicum course is going to be offered in fall 2020. (03/11/2020) Use of Summary Result: The revamped A.S. in Foodservice Management program and its related courses were implemented in fall 2019. Students are in the early stage of the program and none have participated in practicum, 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>SLO#3 FA2019-SP2020 IDEA#4 SKILLS - SLO#3 FA2019-SP2020 IDEA#4 SKILLS. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p>	<p>program practicum will be rated by their respective employer a minimum rating of "meeting the prescribed competencies" for entry-level food service supervisors. Activity Schedule: The department chair is tasked to field students every spring semester. The Chair is also tasked to collect and summarize data and report the use of summary results. Related Documents: A.S. Foodservice Management SLO Rubrics.pdf</p>		<p>course that will be offered each spring beginning 2021. (03/01/2020) (03/01/2020) Implementation Status: The revamped A.S. in Foodservice Management program and its related courses were implemented in fall 2019. Students are in the early stage of the program and none have participated in practicum, a course that will be offered each spring beginning 2021. (03/01/2020) (03/01/2020)</p>
<p>FA2021-SP2022 Curriculum Review - FA2021-SP2022 Curriculum Review FA2021-SP2022 Curriculum Review - FA2021-SP2022 Curriculum Review SLO Status: Curriculum Review Planned Assessment Cycle: Fall 2021 - Spring 2022 Start Date: 10/12/2021 End Date: 03/14/2022 Program Level SLO Industry National Certification: N/A Type of Industry National Certification: Manage First Professional Certification Historical Assessment Perspective: .</p>			
<p>SLO#1 FA2022-SP2023 Prioritizing Functions in Work Environment of</p>	<p>Rubric - Student program learning outcomes will be assessed using an</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Met</p>	<p>Use of Summary Result: A revision of the FSM Practicum</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>Foodservice - SLO#1 FA2022-SP2023 Upon successful completion of the AS in Foodservice Management program, students will be able to perform food service manager tasks within a complex work environment. SLO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: Yes Type of Industry National Certification: Manage First Professional (MFP) Certification Historical Assessment Perspective: The Foodservice Management program curriculum has been updated to meet the National Restaurant Association Manager First curriculum.</p> <p>SLO#1 FA2022-SP2023 Prioritizing Functions in Work Environment of Foodservice - SLO#1 FA2022-SP2023 Upon successful completion of the AS in Foodservice Management program, students will be able to perform food service manager tasks within a complex work environment.</p>	<p>employer rating of student performance during his/her practicum experience. A rubric that delineates prescribed competencies appropriate for the program was created to assist mentors in an objective rating of student learning outcomes. Criterion (Written in %): All students (100%) participating in the program practicum will be rated by their respective employer a minimum rating of "meeting the prescribed competencies" for entry-level food service supervisors. Activity Schedule: Fall 2022 Related Documents: A.S. Foodservice Management SLO Rubrics.pdf</p>	<p>N=5, 5 out of 5 (100%) of students who participated in the Foodservice Management Practicum were evaluated by their respective employers and met a minimum rating of "Good" which indicates that the student has met the prescribed competencies for entry-level food service supervisor. (04/20/2023) Growth Budget Implications/Effect: Over \$500 Growth Budget Justification: Although assessment results reflect the criterion was met, respective employers have expressed the need for students to learn the Point of Sale System which is both software and hardware used in restaurants use to take customers' orders, accept payments, manage food inventory, and ultimately manage the entire operation — from the front of the house (FOH) to the back of the house (BOH). \$2,000 Related Documents: FSM Practicum (A grade).pdf</p>	<p>rubric will be done and taken into effect next Spring 2024 to reflect the use of restaurant systems, a manager task utilized in the industry. (04/20/2023) Implementation Status: A revision of the FSM Practicum rubric will be done and taken into effect next Spring 2024 to reflect the use of restaurant systems, a manager task utilized in the industry. (04/20/2023)</p>
<p>SLO#2 FA2022-SP2023 ISMP-Fostering 100% Student-Centered Success - SLO#2 FA2022-SP2023 ISMP-Fostering 100% Student-Centered Success Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs.</p> <p>SLO#2 FA2022-SP2023 ISMP-</p>	<p>Rubric - Student program learning</p>		

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>Fostering 100% Student-Centered Success - SLO#2 FA2022-SP2023 ISMP-Fostering 100% Student-Centered Success Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs.</p> <p>SLO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: Yes Type of Industry National Certification: Manage First Professional (MFP) Certification Historical Assessment Perspective: The Foodservice Management program curriculum has been updated to meet the National Restaurant Association Manager First curriculum.</p>	<p>outcomes will be assessed using an employer rating of student performance during his/her practicum experience. A rubric that delineates prescribed competencies appropriate for the program was created to assist mentors in an objective rating of student learning outcomes.</p> <p>Criterion (Written in %): All students (100%) participating in the program practicum will be rated by their respective employer a minimum rating of "meeting the prescribed competencies" for entry-level food service supervisors.</p> <p>Activity Schedule: Fall 2022 Related Documents: A.S. Foodservice Management SLO Rubrics.pdf</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Met N=5, 5 out of 5 (100%) of students who participated in the Foodservice Management Practicum were evaluated by their respective employers and met a minimum rating of "Good" which indicates that the student has met the prescribed competencies for entry-level food service supervisor. (04/20/2023)</p> <p>Growth Budget Implications/Effect: Over \$500 Growth Budget Justification: Although assessment results reflect the criterion was met, respective employers have expressed the need for students to learn the Point of Sale System which is both software and hardware used in restaurants use to take customers' orders, accept payments, manage food inventory, and ultimately manage the entire operation — from the front of the house (FOH) to the back of the house (BOH). \$2,000</p> <p>Related Documents: FSM Practicum (A grade).pdf</p>	<p>Use of Summary Result: A revision of the FSM Practicum rubric will be done and taken into effect next Spring 2024 to reflect the use of restaurant systems, a manager task utilized in the industry. (04/20/2023)</p> <p>Implementation Status: A revision of the FSM Practicum rubric will be done and taken into effect next Spring 2024 to reflect the use of restaurant systems, a manager task utilized in the industry. (04/20/2023)</p>
<p>SLO#3 FA2022-SP2023 IDEA Developing Specific Skills, Competencies - SLO#3 FA2022-SP2023 IDEA Developing Specific Skills, Competencies, and points of view needed by professionals in the field most closely related to this course.</p> <p>SLO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: Yes Type of Industry National</p>	<p>Rubric - Student program learning outcomes will be assessed using an employer rating of student performance during his/her practicum experience. A rubric that delineates prescribed competencies appropriate for the program was created to assist mentors in an objective rating of student learning outcomes.</p> <p>Criterion (Written in %): All students (100%) participating in the program practicum will be rated by their respective employer a minimum rating of "meeting the prescribed competencies" for entry-</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Met N=5, 5 out of 5 (100%) of students who participated in the Foodservice Management Practicum were evaluated by their respective employers and met a minimum rating of "Good" which indicates that the student has met the prescribed competencies for entry-level food service supervisor. (04/20/2023)</p> <p>Growth Budget Implications/Effect: Over \$500 Growth Budget Justification: k Related Documents: FSM Practicum (A grade).pdf</p>	<p>Use of Summary Result: A revision of the FSM Practicum rubric will be done and taken into effect next Spring 2024 to reflect the use of restaurant systems, a manager task utilized in the industry. (04/20/2023)</p> <p>Implementation Status: A revision of the FSM Practicum rubric will be done and taken into effect next Spring 2024 to reflect the use of restaurant systems, a manager task utilized in the industry. (04/20/2023)</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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Certification: Manage First Professional (MFP) Certification
Historical Assessment Perspective: The Foodservice Management program curriculum has been updated to meet the National Restaurant Association Manage First curriculum.

SLO#3 FA2022-SP2023 IDEA Developing Specific Skills, Competencies - SLO#3 FA2022-SP2023 IDEA Developing Specific Skills, Competencies, and points of view needed by professionals in the field most closely related to this course.

level food service supervisors.
Activity Schedule: Fall 2022
Related Documents:
[A.S. Foodservice Management SLO Rubrics.pdf](#)

Assessment Unit Four Column Report



Health Careers and Science (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>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: Completed the Assessment Cycle 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 Historical Assessment Perspective: First assessment cycle since updating of curriculum in May 29, 2019. The last program update was in 2013.</p>	<p>Directly related to Objective</p>	<p>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</p>	<p>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) Implementation Status: 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>Textbook/Author Designed Tests - Students will complete a 25 question (100 total possible points) faculty developed test which includes multiple choices, fill in the blanks, essay questions, etc. Criterion (Written in %): Students taking the test will have an overall</p>	<p>Reporting Period: Spring 2020 - Fall 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 purchasing newer equipment such as computers/laptops, projector,</p>	<p>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</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>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.</p>	<p>score of 70% or greater on a 100 total possible points 25 question test. Activity Schedule: SP2020 Related Documents: A&P - Chapter 10 Quiz.pdf</p>	<p>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>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) Implementation Status: 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>SLO # 1 FA2019-SP2020 SECONDARY TITLE VB: Increase effective interest in CTE. - 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.</p>			
<p>SLO #2 FA2019-SP2020 ISMP- Advancing Workforce Development and Training - SLO #2 FA2019-SP2020 ISMP- Advancing Workforce Development and Training</p>			
<p>SLO #2 FA2019-SP2020 ISMP- Advancing Workforce Development and Training - SLO #2 FA2019-SP2020</p>	<p>Skills proficiency checklist - Students will complete a blood pressure skill check-off in an outpatient clinic</p>	<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: Criterion Met A total of 21 students underwent a blood pressure skill</p>	<p>Use of Summary Result: Students are meeting the target SLO of advancing workplace</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>ISMP- Advancing Workforce Development and Training SLO Status: Completed the Assessment Cycle 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 Historical Assessment Perspective: First assessment cycle since updating of curriculum on May 29, 2019</p>	<p>simulation setting. The instructor-developed proficiency checklist has a total of 19 steps for 50 total possible points. Criterion (Written in %): Students taking the check-off will have an overall score of 80% or greater on a 50 total possible point checklist. Activity Schedule: SP2020 Related Documents: ISMP FA2019-SP2020 Artifact.pdf</p>	<p>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) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A Related Documents: ISMP Artifact Evidence.pdf</p>	<p>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) Implementation Status: Continue course curriculum as is. (02/03/2020)</p>
<p>SLO # 1 FA2019-SP2020 SECONDARY TITLE VB: Increase effective interest in CTE. - 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. SLO Status: Completed the Assessment Cycle Program Assessment Cycle: Fall 2019 - Spring 2020 Start Date: 10/14/2019 End Date: 03/10/2020 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: First assessment cycle since updating of curriculum in May 29, 2019.</p>	<p>Directly related to Objective</p> <hr/> <p>Recruitment activities-process - Title VB Quarterly Report and Student Interest Sign In Sheets. Criterion (Written in %): 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. Activity Schedule: CTE exposure activity i.e. career fair, will be</p>	<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: 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) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: No increase in budget indicated. Continue with activities.</p>	<p>Use of Summary Result: Sign in sheet shared with career/guidance counselors for contact of students for CTHC course enrollment. (03/07/2020) Implementation Status: No changes to plan recommended or indicated. Continue with activities. (03/07/2020)</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

conducted no less than once per school year.

Related Documents:

[Title VB Qtr 2-Jan to Mar 2020](#)

[Report PDF.pdf](#)

[Title VB Quarter 2-January to March 2020 Report Template PDF.pdf](#)

Curriculum Review - Curriculum Review

SLO Status: Curriculum Review

Program Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: a

Curriculum Review - Curriculum Review

FA2022-SP2023-Curriculum Review - FA2022-SP2023-Curriculum Review

FA2022-SP2023-Curriculum Review - FA2022-SP2023-Curriculum Review

SLO Status: Curriculum Review

Program Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: *

Assessment Unit Four Column Report



Health Services Center

<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>SLO #1 FA 2019 - SP 2020 Quality nursing care - FA 2019-SP 2020 Provide quality nursing care to the ill and injured on campus under the supervision of the GCC medical director.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Historical Assessment Perspective: Based on the survey completed in the prior cycle, health services are utilized.</p>	<p>Student Satisfaction Survey - This survey will include questionnaires related to different health and or nursing services provided to clientele.</p> <p>Criterion (Written in %): 90 % of clients will show satisfaction with health/nursing services provided to them.</p> <p>Activity Schedule: FALL 2019</p> <p>Related Documents: HSC SURVEY DOC.pdf</p>	<p>Reporting Period: Fall 2021 - Spring 2022</p> <p>Conclusion: Issues Found N=90% of clients will show satisfaction with health/nursing services provided to them. (11/12/2021)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: No budget impact.</p> <hr/> <p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Issues Found N=90% (10/08/2019)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: No budget needed.</p> <p>Related Documents: HSC Survey Form</p>	<p>Use of Summary Result: N=90% of clients will show satisfaction with health/nursing services provided to them based on their survey questionnaire response. (11/12/2021)</p> <p>Implementation Status: Currently being assessed. (11/12/2021)</p>
<p>SLO #2 FA 2019-SP 2020 (ISMP) Student-centered success - FA 2019-SP 2020 (ISMP) Fostering 100% student-centered success</p>	<p>Student Satisfaction Survey - Survey Questionnaire</p>		
<p>SLO #2 FA 2019-SP 2020 (ISMP) Student-centered success - FA 2019-SP 2020 (ISMP) Fostering 100%</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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<p>student-centered success SLO Status: Completed the Assessment Cycle Planned Assessment Cycle: Fall 2019 - Spring 2020, Fall 2021 - Spring 2022 Start Date: 10/11/2021 End Date: 03/14/2022 Historical Assessment Perspective: Based on the survey completed in the prior cycle, health services are utilized.</p>	<p>Activity Schedule: Fall 2021 - SP2022 Related Documents: Live Healthy Stay Smart (002).1.21.2020.jpg</p>		
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<p>SLO #1 FA2021-SP2022 Budget Goal - Quality Nursing Care - The Health Services Center will analyze client surveys to provide quality nursing care to the ill and injured on campus. SLO Status: Completed the Assessment Cycle Start Date: 10/11/2021 End Date: 03/14/2022 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: Client surveys will determine needs of improvement in and/or additional nursing care services on campus. SLO #1 FA2021-SP2022 Budget Goal - Quality Nursing Care - The Health Services Center will analyze client surveys to provide quality nursing care to the ill and injured on campus.</p>	<p>Student Satisfaction Survey - Student Satisfaction Survey Criterion (Written in %): 80 % will report satisfaction with the health and nursing services at the Health Services Center. Related Documents: HSC SATISFACTION SURVEY.pdf</p>	<p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Met N=16 or 100% reported satisfaction with the quality of health and nursing services at the Health Services Center. (02/18/2022) Growth Budget Implications/Effect: Over \$500 Growth Budget Justification: With the Corona Virus Pandemic we need more nursing supplies i.e. PPE, etc. Related Documents: 2022 GCC HSC Survey As Of 02.07.22 (1).pdf</p>	<p>Use of Summary Result: To maintain the quality of nursing services at the HSC, additional/experienced support staff is necessary especially during peak registration. (02/18/2022) Implementation Status: During the upcoming Fall 2022 semester, the HSC will continue the HSC Satisfaction Survey. (02/18/2022)</p>
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<p>SLO #2 FA2021-SP2022 ISMP - Fostering 100% Student-Centered Success - The Health Services Center will implement innovative strategies and practice flexibility when assisting students in meeting their registration health requirements, thereby</p>			
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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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meeting student needs.

SLO #2 FA2021-SP2022 ISMP - Fostering 100% Student-Centered Success - The Health Services Center will implement innovative strategies and practice flexibility when assisting students in meeting their registration health requirements, thereby meeting student needs.
SLO Status: Completed the Assessment Cycle
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: Visitor Logs and Student Surveys will determine changes needed to better assist students in meeting their health registration requirements.

Student Satisfaction Survey - Student Satisfaction Survey
Criterion (Written in %): 80% of clientele will report satisfaction.
Activity Schedule: Fall 2021
Related Documents:
[HSC SATISFACTION SURVEY.pdf](#)

Reporting Period: Fall 2021 - Spring 2022
Conclusion: Criterion Met
 N=16 or 100% reported satisfaction with the quality of health and nursing services at the Health Services Center. (02/18/2022)
Growth Budget Implications/Effect: Over \$500
Growth Budget Justification: With the Corona Virus Pandemic, we need more nursing supplies i.e. PPE, etc. for Covid-19 viral spread prevention and safety.
Related Documents:
[2022 GCC HSC Survey As Of 02.07.22 \(1\).pdf](#)

Use of Summary Result: To maintain the quality of nursing services at the HSC, additional/experienced support staff is necessary especially during peak registration. (03/14/2022)
Implementation Status: During the upcoming Fall 2022 semester, the HSC will continue the HSC Satisfaction Survey. (03/14/2022)

Assessment Unit Four Column Report



Hospitality & Tourism Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



Hospitality and Tourism Management Program (HTMP) 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>SLO#1 FA2022-SP2023 Basic Hotel Skills - SLO#1 FA2022-SP2023 - Upon successful completion of the secondary hospitality and tourism management program, the students will be able to perform basic skills in hotel operations.</p> <p>SLO Status: Currently being assessed</p> <p>Program Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: N/A</p> <p>Historical Assessment Perspective: use and implementation of results from the previous cycle.</p>	<p>Rubric - Students will score at least 70% for telephone etiquette skills according to a rubric.</p> <p>Criterion (Written in %): 90% of students will score 70% or better using the telephone etiquette rubric.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: Telephone Etiquette Rubric.pdf</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Criterion Not Met</p> <p>86% of students scored 70%or better using the telephone etiquette rubric (n=209) (03/11/2023)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: Not applicable.</p> <p>Related Documents: Telephone Etiquette Rubric (HTMP I) - Nuventive Assessment SY22-23.pdf Telephone Etiquette Rubric.pdf</p>	<p>Use of Summary Result: Out of 6 high schools that reported, only two did not meet the criterion. The instructors explained the reason why they did not reach the criterion: absenteeism and IEP students assigned to their programs (who cannot perform the skill).</p> <p>Our program SLO on hotel skills is an important aspect of our program and must be maintained in addition to knowledge and attitude required to be successful. For the next cycle of assessment, we will continue to assess students' mastery of necessary hotel skills. (03/11/2023)</p> <p>Implementation Status: Instructors need to work with their CTE counselors to scrutinize students who are "placed" in our program that show no interest or unable to perform skills at the beginning of each school year. (03/17/2023)</p>
<p>SLO#1 FA2022-SP2023 Basic Hotel Skills - SLO#1 FA2022-SP2023 - Upon successful completion of 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>
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secondary hospitality and tourism management program, the students will be able to perform basic skills in hotel operations.

SLO#2 FA2022-SP2023 ISMP - Fostering 100% Student-Centered Success - SLO#2 FA2022-SP2023 ISMP Objective 2.2- Implementing innovative strategies and practice flexibility in meeting student needs.

SLO#2 FA2022-SP2023 ISMP - Fostering 100% Student-Centered Success - SLO#2 FA2022-SP2023 ISMP Objective 2.2- Implementing innovative strategies and practice flexibility in meeting student needs.
SLO Status: Currently being assessed
Program Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A
Type of Industry National Certification: N/A
Historical Assessment Perspective: Use and implementation of results from the previous cycle.

Student Satisfaction Survey - Students will take a survey to assess their satisfaction level with the professional development activity
Criterion (Written in %): 90% of students will rate in agreement with "I agree" or "I somewhat agree" statements in the survey that indicated they learned more about their program, the information in the conference was helpful to prepare them for graduation, and met their overall expectations.
Activity Schedule: Fall 2022
Related Documents: [We are the Future survey.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
 100% of students rated in agreement in the survey that indicated they learned more about their program, the information in the conference was helpful to prepare them for graduation, and met their overall expectations (n=29). (03/11/2023)
Growth Budget Implications/Effect: Over \$500
Growth Budget Justification: For students to attend conferences on GCC campus or at other hotel venues, transportation costs must be factored in for this to happen. Bus companies charge a 2-hour minimum per trip and average \$480 for a round trip. So, for 6 high schools, it will cost at least \$2,880 per event/conference.
Related Documents: [We are the Future Conference survey results.pdf](#)

Use of Summary Result: From this survey, we learned that students benefit from attending conferences (collaboration, dialogue, and learning new information). It is important to continue to provide outside the classroom learning for our students via conferences, field trips, etc. Appropriate budgeting must be in place for this to happen. (03/11/2023)
Implementation Status: With the findings of this survey, we need to continue to offer relevant conferences especially for our high school seniors to assist them for their transition to postsecondary education. (03/17/2023)

SLO#3 FA2022-SP2023 Secondary Title V-B - Work Experience Program - SLO#3 FA2022-SP2023 Secondary Title V-B Increase the participation in and effective completion of Work Experience in all CTE programs.
SLO Status: Currently being assessed

Student Satisfaction Survey - After the Work Experience Program presentation by the associate dean in charge of secondary programs, students will be encouraged to enroll in the Work Experience Program.

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Not Met
 62.5% of students who attended the Work Experience Program presentation indicated a desire to enroll in the program (n=32) (03/11/2023)
Growth Budget Implications/Effect: Over \$5,000
Growth Budget Justification: Budget needed to hire a full-

Use of Summary Result: There is only one Work Experience Program coordinator during the school year; of which only marketing and health careers students are serviced. The rest of GCC CTE programs, like HTMP, do

<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>Program Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: N/A Type of Industry National Certification: N/A Historical Assessment Perspective: Use and implementation of results from the previous cycle.</p>	<p>Criterion (Written in %): 70% of all secondary hospitality program students who attended the Work Experience Program presentation will indicate a desire to enroll in the program. Activity Schedule: Fall 2022. Related Documents: SLO#3 - Work Experience Program (WEP) Survey.pdf</p>	<p>time or part-time Work Experience Program (WEP) coordinator. Related Documents: WEP presentation survey results.pdf</p>	<p>not have a dedicated Work Experience Program coordinator to help students with internship during the school year. HTMP requested for the Associate Dean in charge of secondary programs to assist us place students in the hospitality industry.</p> <p>Budget needs to be set aside for the summer Work Experience Program coordinators if a full-time WEP coordinator cannot service all the GCC CTE programs during the school year. Students have indicated that a full-time WEP coordinator will greatly help them find internship opportunities and more importantly monitor their progress while they are working. Our numbers to enroll in WEP will increase with the help of this dedicated WEP coordinator.</p> <p>Without the Work Experience Program component, our CTE students cannot earn credit in work experience and therefore are not eligible for the Certificate of Mastery. This will have a tremendous impact on moving our high school graduates from secondary to postsecondary CTE programs through DCAPS. (03/11/2023)</p> <p>Implementation Status: Department faculty to continue to work with the Dean's office to ensure that work experience</p>

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

program is made available to our hospitality students with the necessary support (i.e. placement, monitoring, grading) so that they have the same opportunities to earn their Certificate of Mastery as those other CTE programs that have a dedicated WEP Coordinator. (03/17/2023)

**SLO#3 FA2022-SP2023 Secondary
Title V-B - Work Experience Program**
- SLO#3 FA2022-SP2023 Secondary
Title V-B Increase the participation in
and effective completion of Work
Experience in all CTE programs.

Assessment Unit Four Column Report



Human Resources 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>AUO #1 FA2022-SP2023 Budget Goal-Increase Training for Employees - AUO #1 FA2022-SP2023 Budget Goal- To provide effective support for the primary human resources functions at the College: hiring, periodic performance evaluations, and promotion. These activities are performed for faculty, staff and administrators.</p> <p>AUO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/10/2023</p> <p>Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: HR has supported the College by supporting our most valued assests: our employees. From onboarding to mandatory trainings to system access to exit clearance, HR has processed various functions to support the College.</p> <p>AUO #1 FA2022-SP2023 Budget Goal-Increase Training for Employees - AUO #1 FA2022-SP2023 Budget Goal- To provide effective support for the primary human resources functions at</p>	<p>Document Review - To provide Ethics in Government Training to meet employee performance evaluation criteria as required for employment.</p> <p>Criterion (Written in %): 90% of all employees will complete the Ethics in Governmet Training Activity Schedule: Fall 2022 Related Documents: Guam Ethics Commission Resolution 2021-002 signed (1).pdf</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Met n=241; 238 of 241 (98%) of employees have completed the Ethics in Government Training (10/09/2022) Growth Budget Implications/Effect: Over \$5,000 Growth Budget Justification: Cost for Ethics in Government Training is \$80 per employee as required by Public Law 36-25. Related Documents: 2022-2023 Ethics Training Compliance Report.pdf</p>	<p>Use of Summary Result: Public Law 36-25 requires all employees to complete the Ethics in Government Training offered by the Guam Ethics Commission. (12/19/2022) Implementation Status: HR completed 98% of Ethics in Government Training for all employees. New employees hired for FA2022 will be scheduled within six months from employment start date. (01/03/2023)</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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the College: hiring, periodic performance evaluations, and promotion. These activities are performed for faculty, staff and administrators.

AUO #2 FA2022-SP2023 ISMP- GOAL

4: Optimizing Resources - AUO #2
FA2022-SP2023 -ISMP-GOAL 4:
Optimizing Resources-Objective 4.3
Provide employee professional development

AUO #2 FA2022-SP2023 ISMP- GOAL 4: Optimizing Resources - AUO #2
FA2022-SP2023 -ISMP-GOAL 4:
Optimizing Resources-Objective 4.3
Provide employee professional development

AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

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. HR will continue to avail Ethics in Government training to all employees as required by public law.

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 %): 90% of all new employees will successfully complete the customer service, preventing sexual harassment and other best practices trainings.

Activity Schedule: Fall 2022

Related Documents:

[UE EduRisk Online Training on MyGCC.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met

n=15

14 of 15 completed the required online training

93% of new employees have completed the required online trainings

Fostering Student Mental Health

Mosaic: Prevent Discrimination and Harassment Together:

Faculty & Staff

Mosaic: Prevent Sexual Violence Together

Trust Betrayed: Safeguarding Your Students from Sexual Predators

Understanding the Clery Act (10/09/2022)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: n/a

Related Documents:

[UE Completion Report.pdf](#)

Use of Summary Result: The following trainings are required for all employees to complete on United Educators training portal: Fostering Student Mental Health Mosaic: Prevent Discrimination and Harassment Together: Faculty & Staff

Mosaic: Prevent Sexual Violence Together

Trust Betrayed: Safeguarding Your Students from Sexual Predators

Understanding the Clery Act (10/09/2022)

Implementation Status: Continue to register and train all employees on United Educators training portal as new trainings are offered/updated/made available. (10/09/2022)

Assessment Unit Four Column Report



International Hotel Management AS

<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>SLO #1 FA 2019-SP2020 Display various supervisory skills within the hospitality industry. - Upon successful completion of this program, students will be able to display various supervisory skills within the hospitality industry.</p> <p>SLO #1 FA 2019-SP2020 Display various supervisory skills within the hospitality industry. - Upon successful completion of this program, students will be able to display various supervisory skills within the hospitality industry.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry</p> <p>National Certification: Yes</p> <p>Historical Assessment Perspective: The program curriculum has recently been updated; therefore, the assessment will focus on the revised SLOs.</p>	<p>National & International Certification Exam - 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>Criterion (Written in %): Students taking the test will have an overall score of 75% or greater on a 100 total possible points 100 question test.</p> <p>Activity Schedule: During final exam week.</p> <p>Related Documents: AHLEI Certified Guest Service Professional.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: 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). (10/08/2019)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: Hiring a post-secondary faculty for Hospitality & Tourism department to provide consistency in department courses.</p>	<p>Use of Summary Result: 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. (10/08/2019)</p> <p>Implementation Status: The recommended/proposed changes were achieved. (10/08/2019)</p>

IDEA Student Ratings of Instruction Objectives 4. Developing specific

Student Learning Outcomes (SLOs)

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

Use of Summary Results

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. - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

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. - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

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:

The curriculum has recently been updated and the assessments will focus on the SLO updates.

National & International Certification Exam - 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.

Criterion (Written in %): Students taking the test will have an overall score of 75% or greater on a 100 total possible points 100 question test.

Activity Schedule: During final exam week.

Related Documents:
[AHLEI Hospitality Operations Certificate \(8 course\).pdf](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met
75% of students scored 75% or better in their AHLEI course exam (n=11). (10/10/2020)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: .

Related Documents:

[GCC HS255 QUIZ NO.1.docx](#)

Use of Summary Result: The criterion met. (10/10/2020)

Implementation Status: The recommended/proposed changes were achieved. (10/10/2020)

Curriculum Review - Curriculum Review

SLO Status: Curriculum Review

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Planned Assessment Cycle: Fall 2021

- Spring 2022

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: .

Curriculum Review - Curriculum Review

SLO #1 FA 2022-SP23 Display various supervisory skills within the hospitality industry - SLO #1 FA 2022-SP23 Upon successful completion of the AS in International Hotel Management program, students will be able to display various supervisory skills within the hospitality industry.

SLO #1 FA 2022-SP23 Display various supervisory skills within the hospitality industry - SLO #1 FA 2022-SP23 Upon successful completion of the AS in International Hotel Management program, students will be able to display various supervisory skills within the hospitality industry.

SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National Certification: N/A

Historical Assessment Perspective:

Curriculum review completed in AY21-22; New curriculum to be assessed.

Presentations - Students will reflect their experiences in the selected divisions and departments of a hotel through a slide presentation. Hotel divisions and departments are dependent upon the size of the hotel.

Criterion (Written in %): Eighty percent (80%) of the students will complete a slide presentation with seventy-five (75%) or greater on their evaluation.

Activity Schedule: Fall 2022

Related Documents:

[Practicum Expectations_Grading Rubrics.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met

With a sample of N=5, 100% completed a slide presentation with seventy-five (75%) or greater on their evaluation. (03/13/2023)

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

Growth Budget Justification: A lab facility on the college campus is essential for college interns because it provides a hands-on and immersive learning experience that cannot be replicated in a traditional classroom setting. Interns need to practice and apply the concepts they learn in real-world scenarios, and a lab facility provides the necessary tools and equipment for them to do so as they also develop critical thinking, problem-solving, and decision-making skills, which are essential for success in their future careers. Additionally, a lab facility allows for close supervision and guidance from instructors, who can provide feedback and support to interns as they navigate the challenges of the simulation. Overall, a lab facility is a vital component of a college internship program, as it helps interns develop practical skills and prepares them for the workforce.

Use of Summary Result: The need to improve Level One orientation (institution level) for students to be prepared in using Moodle for online learning is important especially when courses are 100% online (synchronous or asynchronous) or hybrid. With an improved orientation students will have an introduction to the learning management system with information about institutional resources and support available to online learners that can help them succeed. Students would be more prepared to customize their Moodle dashboard and be able to identify and monitor deadlines for all their courses. A level one preparation leads to better outcomes in participation,

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Provided budget for six (6) mobile carts with 20 laptops for six classrooms, with each classroom having its own MiFi. The table includes estimates for MS Office licensing, charging cables, and any essential accessories. Estimates for MS Office licensing, charging cables, and essential accessories are based on market prices and would defer to technology bid specifications availability. Additionally, ongoing costs for maintenance, support, and internet connectivity should also be considered.

Item	Quantity per Classroom	Estimated Cost per Classroom	Total Cost for 6 Classrooms
Laptops	20	\$800	\$96,000
Mobile Carts	1	\$800	\$4,800
Mifis	1	\$900	\$900
MS Office Licensing	20	\$150	\$18,000
Charging Cables	20	\$20	\$2,400
Essential Accessories	1	\$100	\$600
Shipping and Handling	1	\$500	\$3,000
Total Budget	-	-	\$125,700

Post Secondary Lab Equipment Budget Breakdown- The department and its programs need a dedicated lab to provide essential hands on learning.

Note that the cost of the POS reservation system and hotel reservation system can vary depending on the specific features and functionalities selected. This estimate assumes that the programs will receive the basic features of a point of sale system that may include, but limited to, order taking, payment processing, and inventory management features. A basic hotel property management system to include functions in daily hotel operations, including front desk activities, reservations, room assignments, and billing. Additionally, it may also include modules for housekeeping, guest services, reporting, and analytics to optimize hotel efficiency and enhance guest satisfaction.

engagement and increased retention.

The proposed budget of \$20,950 for six classrooms, including laptops, mobile carts, MiFi's, MS Office licensing, charging cables, essential accessories, and shipping and handling, will have a significant impact on the learning outcomes of students. With the allocation of 20 laptops per classroom, students will have access to technology that can enhance their learning experience and prepare them for a technology-driven world. The mobile carts and MiFi's will provide flexibility in the use of the laptops and internet connectivity, ensuring that students can learn from anywhere in the classroom. The MS Office licensing will provide access to essential productivity tools, helping students to become proficient in their use, and preparing them for future work opportunities. The charging cables and essential accessories will ensure that the laptops are always available for use, and in good condition. The total budget of \$20,950 is a sound investment in the education of students, providing them with the necessary tools to succeed in the 21st-century workforce.

With the anticipation that high school students continue in the

Student Learning Outcomes (SLOs)

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

Use of Summary Results

An estimated budget is provided as costs may vary based on the specific products and vendors selected. Ongoing costs for maintenance, support, and training should also be considered.

Item	Cost	
20 Laptops (\$1,000 each)	\$20,000	
Mobile Cart	\$1,000	
Microsoft Office Licenses	Included	
Charging Cables	Included	
Essential Peripherals	Included	
Hotel Reservation System	\$5,000	
POS Reservation System (MICROS)	2000	
Additional Costs (Installation, etc.)	\$500	
Total Budget	\$28,500	

Related Documents:

[Content Creation.pdf](#)

[Practicum Evaluation Form.pdf](#)

hospitality programs at the college they will be to use the same technology tools as those used in post-secondary programs. By providing high school students with access to the same technology as post-secondary programs, they will be better prepared for the transition to higher education. Access to technology can have a significant impact on a student's academic success. By providing high school students with the same technology tools as post-secondary programs, it would level the playing field and provide all students with equal opportunities to succeed and can develop a mindset of innovation, which is essential in the current job market.

In post-secondary education, it empowers faculty to maximize the resources available in Moodle accompanied by regular training sessions each semester. This would facilitate a smoother transition for both students and instructors at the beginning of every semester. Classrooms need industry-specific software for hotel and restaurant operations as part of the classroom lab facility because it provides students with a hands-on learning experience that simulates real-world situations. By using industry-related software, students can

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

practice and apply the skills and knowledge they have learned in the classroom. This can help them build confidence and prepare for the challenges they may face in the industry. Additionally, industry-related software can provide students with exposure to industry-specific technology and software systems, which can enhance their employability and make them more competitive in the job market. By incorporating industry-related software into the classroom lab facility, faculty can provide students with a more comprehensive and effective learning experience that prepares them for success in the hospitality industry which exemplifies the college's mission to be a leader in workforce development.

(03/13/2023)

Implementation Status:

03/12/2023 The evidence is from a course that includes a Level 2 orientation about teacher's expectations and course instructions on Moodle. The existing Level One orientation should be improved (institution) to be explicit in the minimum technology requirements for an online or hybrid course. This would ensure that not only students have expectations of hardware and software, subscriptions, plug-ins, mobile apps and other device compatibility requirements but

Student Learning Outcomes (SLOs)

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

Use of Summary Results

also how to navigate the institution's learning management system, currently Moodle. Other means to train faculty such as in-person training will allow more faculty to be better prepared to use Moodle and there is an easier transition at the beginning of every semester for both students and instructors.

Providing high school programs with the same type of technology as post-secondary programs is essential to prepare students for higher education, future careers, and provide equitable access to technology tools, while promoting innovation and technological literacy. Faculty will have the resources to effectively integrate technology into the curriculum.

The Department will request an increased budget for the purchase of equipment which will improve student retention and success and overall student learning outcome and a smoother transition into post-secondary.

(05/05/2023)

Implementation Status: n/a
(03/13/2023)

**SLO#2 FA2022-SP2023 ISMP GOAL 1:
Advancing Workforce Development
and Training - SLO#2 FA2022-SP2023
ISMP GOAL 1: Advancing Workforce**

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Development and Training Objective
1.2 Cultivate meaningful partnerships.

SLO#2 FA2022-SP2023 ISMP GOAL 1: Advancing Workforce Development and Training - SLO#2 FA2022-SP2023 ISMP GOAL 1: Advancing Workforce Development and Training Objective 1.2 Cultivate meaningful partnerships.

SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022
End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

The curriculum has recently been updated and the assessments will focus on the SLO updates.

Essay Questions - The questions will guide students to apply what they learned to their student learning outcomes.

Criterion (Written in %): Eighty percent (80%) of the students will complete an essay with seventy-five (75%) or greater on their evaluation.

Activity Schedule: Fall 2022

Related Documents:

[A60 HS266 Ch 14 SWOT.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met

With a sample of N=6, eighty percent (83%) completed an essay with seventy-five (75%) or greater on their evaluation. (03/12/2023)

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

Growth Budget Justification: Provided budget for six (6) mobile carts with 20 laptops for six classrooms, with each classroom having its own MiFi. The table includes estimates for MS Office licensing, charging cables, and any essential accessories. Estimates for MS Office licensing, charging cables, and essential accessories are based on market prices and would defer to technology bid specifications availability. Additionally, ongoing costs for maintenance, support, and internet connectivity should also be considered.

Item	Quantity per Classroom	Estimated Cost per Classroom	
		Total Cost for 6 Classrooms	
Laptops	20	\$800	\$96,000
Mobile Carts	1	\$800	\$4,800
Mifis	1	\$150	\$900
MS Office Licensing	20	\$150	\$18,000
Charging Cables	20	\$20	\$2,400
Essential Accessories	1	\$100	\$600
Shipping and Handling	1	\$500	\$3,000
Total Budget	-	-	\$125,700

Post Secondary Lab Equipment Budget Breakdown- The department and its programs need a dedicated lab to provide essential hands on learning.

Note that the cost of the POS reservation system and hotel reservation system can vary depending on the specific features and functionalities selected. This estimate assumes that the programs will receive the basic features of a point

Use of Summary Result: The need to improve Level One orientation (institution level) for students to be prepared in using Moodle for online learning is important especially when courses are 100% online (synchronous or asynchronous) or hybrid. With an improved orientation students will have an introduction to the learning management system with information about institutional resources and support available to online learners that can help them succeed. Students would be more prepared to customize their Moodle dashboard and be able to identify and monitor deadlines for all their courses. A level one preparation leads to better outcomes in participation, engagement and increased retention.

The proposed budget of \$20,950 for six classrooms, including laptops, mobile carts, MiFi's, MS Office licensing, charging cables, essential accessories, and shipping and handling, will have a significant impact on the learning outcomes of students. With the allocation of 20 laptops per classroom, students will have access to technology that can enhance their learning experience

Student Learning Outcomes (SLOs)

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

Use of Summary Results

of sale system that may include, but limited to, order taking, payment processing, and inventory management features. A basic hotel property management system to include functions in daily hotel operations, including front desk activities, reservations, room assignments, and billing. Additionally, it may also include modules for housekeeping, guest services, reporting, and analytics to optimize hotel efficiency and enhance guest satisfaction.

An estimated budget is provided as costs may vary based on the specific products and vendors selected. Ongoing costs for maintenance, support, and training should also be considered.

Item	Cost	
20 Laptops (\$1,000 each)	\$20,000	
Mobile Cart	\$1,000	
Microsoft Office Licenses	Included	
Charging Cables	Included	
Essential Peripherals	Included	
Hotel Reservation System	\$5,000	
POS Reservation System (MICROS)		2000
Additional Costs (Installation, etc.)		\$500
Total Budget	\$28,500	

Related Documents:

[A60 HS266 Ch 14 SWOT.pdf](#)

and prepare them for a technology-driven world. The mobile carts and MiFi's will provide flexibility in the use of the laptops and internet connectivity, ensuring that students can learn from anywhere in the classroom. The MS Office licensing will provide access to essential productivity tools, helping students to become proficient in their use, and preparing them for future work opportunities. The charging cables and essential accessories will ensure that the laptops are always available for use, and in good condition. The total budget of \$20,950 is a sound investment in the education of students, providing them with the necessary tools to succeed in the 21st-century workforce.

With the anticipation that high school students continue in the hospitality programs at the college they will be to use the same technology tools as those used in post-secondary programs. By providing high school students with access to the same technology as post-secondary programs, they will be better prepared for the transition to higher education. Access to technology can have a significant impact on a student's academic success. By providing high school students with the same technology tools as post-

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

secondary programs, it would level the playing field and provide all students with equal opportunities to succeed and can develop a mindset of innovation, which is essential in the current job market.

In post-secondary education, it empowers faculty to maximize the resources available in Moodle accompanied by regular training sessions each semester. This would facilitate a smoother transition for both students and instructors at the beginning of every semester. Classrooms need industry-specific software for hotel and restaurant operations as part of the classroom lab facility because it provides students with a hands-on learning experience that simulates real-world situations. By using industry-related software, students can practice and apply the skills and knowledge they have learned in the classroom. This can help them build confidence and prepare for the challenges they may face in the industry. Additionally, industry-related software can provide students with exposure to industry-specific technology and software systems, which can enhance their employability and make them more competitive in the job market. By incorporating industry-related software into the classroom lab facility, faculty can

Student Learning Outcomes (SLOs)

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

Use of Summary Results

provide students with a more comprehensive and effective learning experience that prepares them for success in the hospitality industry which exemplifies the college's mission to be a leader in workforce development.

(03/12/2023)

Implementation Status:

03/12/2023 The evidence is from a course that includes a Level 2 orientation about teacher's expectations and course instructions on Moodle. The existing Level One orientation should be improved (institution) to be explicit in the minimum technology requirements for an online or hybrid course. This would ensure that not only students have expectations of hardware and software, subscriptions, plug-ins, mobile apps and other device compatibility requirements but also how to navigate the institution's learning management system, currently Moodle. Other means to train faculty such as in-person training will allow more faculty to be better prepared to use Moodle and there is an easier transition at the beginning of every semester for both students and instructors.

Providing high school programs with the same type of technology as post-secondary programs is

Student Learning Outcomes (SLOs)

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

Use of Summary Results

essential to prepare students for higher education, future careers, and provide equitable access to technology tools, while promoting innovation and technological literacy. Faculty will have the resources to effectively integrate technology into the curriculum.

The Department will request an increased budget for the purchase of equipment which will improve student retention and success and overall student learning outcome and a smoother transition into post-secondary.

(03/12/2023)

SLO#3 FA2022-SP2023 IDEA -Gaining factual knowledge - SLO#3 FA2022-SP2023 IDEA -Gaining factual knowledge (terminology, classifications, methods, trends)

SLO#3 FA2022-SP2023 IDEA -Gaining factual knowledge - SLO#3 FA2022-SP2023 IDEA -Gaining factual knowledge (terminology, classifications, methods, trends)

SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:
The curriculum has recently been

Faculty-developed tests - Faculty will assess students on their ability to identify and describe basic terminology as it relates to the hotel industry.

Criterion (Written in %): Eighty percent (80%) of the students will score a seventy-five (75%) or higher on a written test which could include multiple choice, true/false, fill in the blank or short answer questions.

Activity Schedule: Fall 2022

Related Documents:
[Grades 2022 Fall - Hospitality and](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met
With a sample of N=14, 64% scored a seventy-five (75%) or higher on a written test which could include multiple choice, true/false, fill in the blank or short answer questions. (03/12/2023)

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

Growth Budget Justification: Hiring a new faculty would build and maintain relationships with students. Permanent faculty provide continuity and have a greater role in fulfilling department and institutional goals and priorities that will eventually grow the retention and success rates of our hospitality majors. Permanent faculty would continue to use a variety of teaching methods and strategies and are

Use of Summary Result: The department will submit a proposal to the Dean to recommend the hiring of a permanent faculty for the upcoming academic year. (03/12/2023)

Implementation Status: Providing high school programs with the same type of technology as post-secondary programs is essential to prepare students for higher education, future careers, and provide equitable access to technology tools, while promoting

<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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updated and the assessments will focus on the SLO updates.

[Travel Marketing Reyes-Burrier 03-12-2023 - Sheet0.pdf](#)

more accessible to students for tutoring or other support activities for their retention and success. Students' success to complete their programs are at risk if they are not able to take courses due to challenges of hiring adjunct instructors that the department faces every semester.

Below is a proposed budget to hire a faculty member with over 10 years of experience in the hospitality industry, a bachelor's degree, and some teaching experience.

Item	Cost
Salary	\$55,000 - \$60,000 per year
Health insurance	\$10,000 - \$15,000 per year
Retirement plan	\$3,000 per year
Paid time off	\$4,000 - \$6,000 per year
Professional development	\$500 - \$1,000 per year
Life insurance	\$500 - \$1,000 per year

The total proposed budget is around \$73,000 - \$84,000 per year. The total is a rough estimate, and the exact figures may vary depending on the specific conditions of the job, the college's salary structure and guiding policies.

Provided budget for six (6) mobile carts with 20 laptops for six classrooms, with each classroom having its own MiFi. The table includes estimates for MS Office licensing, charging cables, and any essential accessories. Estimates for MS Office licensing, charging cables, and essential accessories are based on market prices and would defer to technology bid specifications availability. Additionally, ongoing costs for maintenance, support, and internet connectivity should also be considered.

Item	Quantity per Classroom	Estimated Cost per Classroom	Total Cost for 6 Classrooms
Laptops	20	\$800	\$96,000
Mobile Carts	1	\$800	\$4,800
Mifis	1	\$150	\$900
MS Office Licensing	20	\$150	\$18,000

innovation and technological literacy. Faculty will have the resources to effectively integrate technology into the curriculum.

The Department will request an increased budget for the purchase of equipment and hiring of a new postsecondary faculty which will improve student retention and success and overall student learning outcome and a smoother transition into post-secondary. (03/12/2023)

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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Charging Cables	20	\$20	\$2,400	
Essential Accessories		1	\$100	\$600
Shipping and Handling		1	\$500	\$3,000
Total Budget	-	-	\$125,700	

Post Secondary Lab Equipment Budget Breakdown- The department and its programs need a dedicated lab to provide essential hands on learning.

Note that the cost of the POS reservation system and hotel reservation system can vary depending on the specific features and functionalities selected. This estimate assumes that the programs will receive the basic features of a point of sale system that may include, but limited to, order taking, payment processing, and inventory management features. A basic hotel property management system to include functions in daily hotel operations, including front desk activities, reservations, room assignments, and billing. Additionally, it may also include modules for housekeeping, guest services, reporting, and analytics to optimize hotel efficiency and enhance guest satisfaction.

An estimated budget is provided as costs may vary based on the specific products and vendors selected. Ongoing costs for maintenance, support, and training should also be considered. The equipment is intended to be shared for both programs: International Hotel Management and Tourism and Travel Management.

Item	Cost
20 Laptops (\$1,000 each)	\$20,000
Mobile Cart	\$1,000
Microsoft Office Licenses	Included
Charging Cables	Included
Essential Peripherals	Included
Hotel Reservation System	\$5,000
POS Reservation System (MICROS)	2000
Additional Costs (Installation, etc.)	\$500

<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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Total Budget \$28,500

Related Documents:

[HS254 Test Instrument.pdf](#)

[HS254 Grades.pdf](#)

Assessment Unit Four Column Report



Learning Resource Center

<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>SLO 1 FA2019-SP2020 Budget Review</p> <p>Goal Resources - Provide sufficient print, digital and technological resources to support student learning.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: GCC Library will continue to advocate that funds be provided to support sufficient learning resources for students and faculty.</p>	<p>Student Satisfaction Survey - A survey will be used to determine whether sufficient print, digital and technological resources are available.</p> <p>Criterion (Written in %): 80% of students will report finding sufficient print, digital and technological resources in the LRC.</p> <p>Activity Schedule: A survey will be administered in both FA2019 and SP2020.</p> <p>Related Documents:</p> <p>Student Library Survey, Fall, 2019</p> <p>Student Library Survey, Results, Fall, 2019 .pdf</p> <p>Student Library Surveys, Results, Spring, 2020.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: 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>A second Student Library Survey was conducted for Spring, 2020 with 126 participants (N=126) with the following results:</p> <p>67% of responding students agreed that there is a sufficient</p>	<p>Use of Summary Result: 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>Implementation Status: 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	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
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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 1 FA2019-SP2020 Budget Review

Goal Resources - Provide sufficient print, digital and technological resources to support student learning.

SLO #1 FA2019-SP2020 ISMP -

Optimizing Resources - The LRC will effectively and efficiently use resources for student learning.

SLO #1 FA2019-SP2020 ISMP -

Optimizing Resources - The LRC will effectively and efficiently use

Student Satisfaction Survey - A survey will be used to determine whether resources are being

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met

A Student Library Survey was distributed and compiled for

Use of Summary Result: The same Student Library Survey was repeated in the Spring Semester,

<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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resources for student learning.
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: GCC Library will continue to advocate that sufficient funds be provided to continue to optimize resources currently held.

optimized.
Criterion (Written in %): 80% of students will report the effective and efficient use of resources.
Activity Schedule: A survey will be conducted in both FA2019 and SP2020.
Related Documents:
[Student Library Survey, Fall, 2019](#)
[Student Library Survey, Results, Fall, 2019 .pdf](#)
[Student Library Surveys, Results, Spring, 2020.pdf](#)

Fall, 2019 with 270 participants. (N=270) Students evaluated whether the Library Collections and Library Technology were organized effectively and efficiently. 86% 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)
Growth Budget Implications/Effect: Over \$5,000
Growth Budget Justification: Optimizing resources will help to assure funds provided will actually support the learning needs of students.
Related Documents:
[Student Library Survey, Fall, 2019](#)
[Student Library Survey, Results, Fall, 2019 .pdf](#)
[Student Library Surveys, Results, Spring, 2020.pdf](#)

2020 with 126 students (N=126). The students again confirmed that they found the Library Collections 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)
Implementation Status: 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)

SLO#1 (FA2021- SP2022) BUDGET GOAL -- PROVIDE SUFFICIENT STUDENT RESOURCES - SLO#1 (FA2021-SP2022) 80% OF STUDENTS WILL AGREE THAT THE LRC PROVIDES SUFFICIENT PRINT AND DIGITAL RESOURCES.
SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2021 - Spring 2022
Start Date: 10/14/2021
End Date: 03/14/2022
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: The LRC has not always been

Student Satisfaction Survey - Student satisfaction survey. A survey will be administered in the fall and spring semesters. The 22 questions are answered on a Likert scale. The students may also write in comments about the LRC at the survey's end. The student library survey includes questions about the physical library building, ability to locate resources, assistance from library staff and librarians, and student use of library resources.
Criterion (Written in %): 80% of the students will report that the LRC has

Reporting Period: Spring 2022 - Fall 2022
Conclusion: Criterion Met
N=108 At least 80% of the students agreed that the LRC provides sufficient print and digital resources (10/10/2022)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: None

Reporting Period: Spring 2021 - Fall 2021
Conclusion: Criterion Not Met
N=108 Spring Semester 2022 (04/10/2022)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: There is no budget impact. The LRC can use funds in its budget to purchase additional library resources.

Use of Summary Result: The LRC will continue to advocate for a sufficient resources budget to provide sufficient print and digital resources. (10/10/2022)

Use of Summary Result: The results from the GCC LRC Survey Spring Semester showed that less than 80% of the students agreed that: there is a sufficient quantity of books to support course work, there is a sufficient number of e-books to support coursework, The EBSCO magazine (periodical)

<i>Student Learning Outcomes (SLOs)</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Use of Summary Results</i>
<p>provided funding for a sufficient amount of print and digital resources. There are occasions when the College's budget was restricted due to economic issues outside the College. The LRC subscribes to digital periodical and ebook databases to support student research requirements. The digital periodical database supports EN 111, Writing for Research, and other courses.</p>	<p>sufficient print and digital resources. Activity Schedule: FA 2021 Related Documents: Library Service Learning Survey blank.pdf</p> <p>Student Satisfaction Survey - GCC Library Survey Spring Semester 2022 Criterion (Written in %): 80% of the students will agree that the LRC provides sufficient print and digital resources. Activity Schedule: Fall 2021</p> <p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Not Met N=108 Less than 80% of students did not agree that there are a sufficient quantity of books to support course work. Less than 80% of the students did not agree that there is a sufficient quantity of ebooks to support course work. Less than 80% of the students did not agree that there is a</p>	<p>database is adequate for research, and the EBSCO e-book(s) are sufficient in number for research and information. This indicates that the LRC needs additional resources. The students may also need additional training to learn to find print books in the LRC and to learn how to find e-books and other electronic research. The LRC can purchase additional print books after consulting with faculty. LRC Workshops can be scheduled for students in fall 2022 to determine if additional information literacy skills can affect student comfort with their ability to locate resources. (03/13/2022)</p> <p>Implementation Status: In Fall 2021, the LRC assessment plan was to present student information literacy workshops. in Spring 2022. Due to COVID-19, there were fewer students on campus. It was not possible to hold those information literacy workshops, because there were not enough students available for on-campus workshops. (03/13/2022)</p> <p>Use of Summary Result: Since less than 80% of the students agreed that there were sufficient print and electronic resources, the LRC will survey students about the titles they need and consult with faculty about resources in the Fall 2022 assessment. (03/14/2022)</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>
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sufficient number of magazines.
 Less than 80% of the students did not agree that that EBSCO ebooks sufiicient for research and information.
 (03/14/2022)
Growth Budget Implications/Effect: Over \$500
Growth Budget Justification: Less than 80% students replied in a survey that the LRC has sufficient print and digital resources.

Implementation Status: Beginning fall 2022, students will be provided surveys about the print and electronic resources they need. Faculty will be surveyed about the resources the students need. (03/14/2022)

SLO#1 (FA2021- SP2022) BUDGET GOAL -- PROVIDE SUFFICIENT STUDENT RESOURCES - SLO#1
 (FA2021-SP2022) 80% OF STUDENTS WILL AGREE THAT THE LRC PROVIDES SUFFICIENT PRINT AND DIGITAL RESOURCES.

ISMP #2 FA2021-FOSTERING 100% STUDENT SUCCESS USE INFORMATION RESOURCES COMPETENTLY - ISMP #2 (FA2021-SP2022) STUDENTS WILL BE COMPETENT USERS OF INFORMATION RESOURCES. The LRC will provide information literacy workshops to students. Students will explain how a website is different from the information in a subscription database, describe how to receive assistance from the LRC, recognize an effective keyword search, and locate a print book. Students need these information literacy skills to succeed as students and when they enter the workforce.

Note: FA2021-SP2022. Due to COVID-19 and its effects, there were fewer students on the GCC campus in Spring 2022. Many GCC classes became virtual when COVID-19 cases

Student Learning Outcomes (SLOs)

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

Use of Summary Results

increased rapidly. Classes that could not be taught virtually were held on campus. There were not enough students available on campus to have information literacy workshops in the spring semester. The plan is to offer information literacy workshops in Fall 2022. The Spring 2022 assessment for SLO #1 includes information literacy questions.

ISMP #2 FA2021-FOSTERING 100% STUDENT SUCCESS USE INFORMATION RESOURCES

COMPETENTLY - ISMP #2 (FA2021-SP2022) STUDENTS WILL BE COMPETENT USERS OF INFORMATION RESOURCES. The LRC will provide information literacy workshops to students. Students will explain how a website is different from the information in a subscription database, describe how to receive assistance from the LRC, recognize an effective keyword search, and locate a print book. Students need these information literacy skills to succeed as students and when they enter the workforce.

Note: FA2021-SP2022. Due to COVID-19 and its effects, there were fewer students on the GCC campus in Spring 2022. Many GCC classes became virtual when COVID-19 cases increased rapidly. Classes that could not be taught virtually were held on campus. There were not enough students available on campus to have

Workshop/Conference/Training -

Information Literacy Assessment
Criterion (Written in %): 80% of students will receive a score of 70% or higher on an information literacy assessment.

Activity Schedule: An information literacy assessment will be administered to students in the spring semester.

Reporting Period: Fall 2021 - Spring 2022

Conclusion: Criterion Not Met
N=134

Only 64% of the students agreed that there is a sufficient quantity of books to support student learning. N=134
Only 59% of students agreed that there is a sufficient number of e-books to support coursework. N=133
Only 68% of students agreed that there is a sufficient number of magazines. N=130

The criteria was that 80% of the students agreed with each of the statements.
(12/07/2021)

Growth Budget Implications/Effect: Over \$500

Growth Budget Justification: Students in the survey found that the LRC does not provide sufficient resources. Based on these results, more resources are needed. The students will be surveyed to determine which resources they require.

Use of Summary Result: The criterion was not met. The LRC must prioritize the resources that the students require. Student surveys can help the LRC determine The LRC also has existing subscriptions to digital resources. There are EBSCO periodical and ebook

databases. The resources the students may be in those databases. The LRC also has purchased ebooks. It is difficult for students to find them. The LRC can provide information about the titles included in that collection. Finally, there is a modest amount of funds that can be used to provide additional student resources.
(12/07/2021)

Implementation Status: In fall 2022, Information literacy quizzes will be administered to students in information literacy workshops.
(03/14/2022)

<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>information literacy workshops in the spring semester. The plan is to offer information literacy workshops in Fall 2022. The Spring 2022 assessment for SLO #1 includes information literacy questions.</p> <p>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: The LRC provides information literacy instruction to students.</p>	<p>Other (indicate the specific tool in the Method field/box) - Information</p>	<p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Not Met N=137</p> <p>The student satisfaction survey was distributed to students</p> <p>63% of students agreed or strongly agreed that they had the ability to find the books they need for research. 61% of students reported that they were able to find the journals, magazines and newspapers they needed.</p> <p>Less than 80% of students agreed or strongly agreed that they had the ability to find the books they need for research.</p> <p>Less than 80% of the students agreed or strongly agreed that they were able to find journals, magazines and newspapers they needed.</p> <p>Therefore, the criterion that 80% will report the effective effective and efficient use of resources was not met.</p> <p>(12/05/2021)</p> <p>Growth Budget Implications/Effect: No budget impact Growth Budget Justification: A library technician will be hired to replace a recently retired library technician. The students may require more assistance in finding and using library resources.</p> <p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Issues Found</p>	<p>Use of Summary Result: The students appear to need more assistance in finding books, journals, magazines, and newspapers than the need for research. The students may need more instruction in finding resources. Students' workshops will be scheduled during the spring semester 2022. (12/05/2021)</p> <p>Implementation Status: Students will attend information literacy workshops and complete information literacy quizzes in Fall 2022. (03/14/2022)</p> <p>Use of Summary Result: Students will be provided information</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
	<p>Literacy Quiz</p> <p>After an information literacy workshop, students will complete a written Information Literacy Quiz. The quiz has five questions worth 20 points each.</p> <p>Students will explain how a website is different from the information in a subscription database, describe how to receive assistance from the LRC, recognize an effective keyword search, and locate a print book.</p> <p>Criterion (Written in %): 80% of students will score a 70% or higher on an Information Literacy Quiz.</p> <p>Activity Schedule: The LRC will administer the Information Literacy Quiz in Spring 2022.</p> <p>Student Satisfaction Survey - Student Satisfaction Survey The library student survey will be used to determine whether students are using current resources for student learning in an effective and efficient matter. The survey has 22 questions and employs a Likert scale. At the end of the survey, students can write in comments, including a request for book titles, DVDs, or other suggestions. (Active)</p> <p>Criterion (Written in %): 80% of students will agree that the LRC provides sufficient print, digital and technological resources</p> <p>Activity Schedule: The library student survey will be administered</p>	<p>N=0</p> <p>Due to COVID-19 it was not possible to provide students an information literacy quiz in the LRC. Students were assessed about their information literacy skills in the Library Student Survey. (03/14/2022)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: There is no growth budget justification. It was not possible to provide information literacy workshops because the students were not on campus.</p>	<p>literacy workshops in fall 2022. it was not possible to survey them, because the students were off-campus. (03/14/2022)</p> <p>Implementation Status: Students will attend information literacy workshops and complete an information literacy quiz in fall 2022. It was not possible to offer the workshops due to COVID-19 closures that resulted in few students on campus. (03/14/2022)</p>

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

in the fall and spring semesters.

Related Documents:

[Student Satisfaction Survey_2021-2022.docx](#)

Assessment Unit Four Column Report



Liberal Studies AA

<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>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.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/08/2021</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: 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</p>	<p>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 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>Criterion (Written in %): We would like 100% of students to complete the form and meet with their advisor their first semester at GCC.</p> <p>Activity Schedule: Fall 2020</p> <p>Related Documents: LS Student Survey.pdf</p>	<p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Criterion Not Met</p> <p>In line with the mandatory advisement policy, Tico Tenorio met with 44% of the advisees to create educational plans, review Degree Works profiles with them, and report back on any errors in Degree Works (many were identified and passed on to AIER for correction). This takes a substantial amount of time since checking Degree Works requires manually comparing each student's profile with the program guide for each class under gened, major requirements, and electives. During this process, we discovered that a handful of students were inaccurately identified as Liberal Studies majors. Additionally, Tico met with 24% of those identified and provided advisement for them to change their majors. Another 24% never completed the survey or replied to any of the numerous emails advising students that their Spring 2021 registration was contingent upon meeting with Tico during the semester. (03/07/2021)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p> <p>Related Documents: Alternative Assignment Report.docx</p>	<p>Use of Summary Result: Some recommendations for the Liberal Studies advisers and the College at large include:</p> <ul style="list-style-type: none"> • Closer communication with summer academic advisors and the Department to strengthen advisement of students before they begin their first semester. • Currently, when students apply to GCC and declare their majors, they are provided with the name of a faculty advisor. However, because faculty are unavailable during the summer, these students often choose courses without assistance. As a result, some of these students take the incorrect courses and will be unable to meet their target date for graduation. Can language be added to students' acceptance letters to inform them of summer advisors until faculty return? • Continue to make registration for the upcoming semester contingent on meeting with their advisors. • Work with the appropriate offices to ensure that

Student Learning Outcomes (SLOs)

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

Use of Summary Results

intrusive advisement model based on the Guided Pathways Initiative.

students' majors are correctly identified in the system and that they are assigned advisors in the correct program.

- Improve communication between departments regarding course offerings so that majors are able to complete their program by their target date. (03/07/2021)

Implementation Status:

Mandatory advisement is still in effect. The DC has begun working with Assessment and Counseling to discuss ways to give students information about mandatory advisement upon declaring. This includes information for summer advisors. Work is ongoing with AIER to identify students in the program and to ensure that Degree Works is accurate. We will continue to assess this SLO in the upcoming AY. (03/07/2021)

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.

SLO #2 Student Success - SLO #2 FA2020-SP2021 ISMP-Fostering 100% Student-Centered Success

SLO #2 Student Success - SLO #2 FA2020-SP2021 ISMP-Fostering 100% Student-Centered Success

Other (indicate the specific tool in the Method field/box) - PDF showing PD efforts of faculty

Reporting Period: Fall 2020 - Spring 2021
Conclusion: Criterion Met
All faculty teaching online partook in the mandatory

Use of Summary Result: Faculty will continue to receive training 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>SLO Status: Completed the Assessment Cycle Start Date: 08/16/2020 End Date: 03/08/2021 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: This reflects the updated ISMPs as well as the current health situation on Guam. GCC started the FA2020 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.</p>	<p>Criterion (Written in %): All faculty teaching will partake in professional development activities geared toward online teaching or certification. Activity Schedule: Fall 2020 Related Documents: 2020-2026 ISMPs.pdf</p>	<p>trainings before the start of the FA2020 semester. Furthermore, two faculty participated in the QM online certification; one reported participation in online webinars (this faculty member already had online certification); and the final faculty member participated in brown bag sessions held by the College. (03/07/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A</p>	<p>stay abreast of innovative online teaching techniques on their own accord. (03/07/2021) Implementation Status: Professional development is an integral part of the department's efforts. (03/07/2021)</p>
<p>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: Completed the Assessment Cycle Start Date: 08/16/2020 End Date: 03/08/2021 Program Level SLO Industry National Certification: N/A 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</p>	<p>Faculty/Student Ratio - Both the F/S ratio by section and by course (EN110 and EN111) will be collected. Related Documents: EN 110 sections F2020.html EN111 sections fall 2020.html 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</p>	<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Met In 11 sections of EN110, faculty had an average of 19.63 students. Most classes had 20 students in them. EN111 had an average of 14.67 students over 3 sections. (03/07/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A</p>	<p>Use of Summary Result: Enrollment will continue to be tracked. (03/07/2021)</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>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 .</p> <p>SLO #3 FA2019-SP2020 IDEA- Expressing oneself orally/in writing - SLO #3 FA2019-SP2020 IDEA- Developing skill in expressing oneself orally or in writing</p>	<p>(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.</p> <p>Criterion (Written in %): 90% of students in EN 110 and EN 111 will write at least 10 pages in formal 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.</p> <p>Activity Schedule: Fall 2020</p> <p>Related Documents: EN 110-14 Syllabus FA20 VCalvo.docx</p>		
<p>SLO #2 FA2021- SP2022 SLO 2 Examine issues from multiple perspectives - SLO #2 FA2021 - SP2022. Upon successful completion of the A.A. in Liberal Studies program, students will be able to examine local, regional, and global issues from multiple perspectives.</p> <p>SLO #2 FA2021- SP2022 SLO 2 Examine issues from multiple perspectives - SLO #2 FA2021 -</p>	<p>Directly related to SLO</p>	<p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Met N=19 17 out of 19 of students in CO110 passed the project</p>	<p>Use of Summary Result: Faculty will need to ensure that discussions about plagiarism and</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>SP2022. Upon successful completion of the A.A. in Liberal Studies program, students will be able to examine local, regional, and global issues from multiple perspectives.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2021 - Spring 2022</p> <p>Start Date: 10/11/2021</p> <p>End Date: 03/14/2022</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: This is the first time that this program learning outcome is being assessed since the revision of the program in AY 2020-2021.</p>	<p>Directly related to SLO</p> <hr/> <p>Presentations - Project 2 presentation as outlined in the syllabus description will assess if students have learned to examine local and global issues from multiple perspectives.</p> <p>Criterion (Written in %): 80% of students in CO110 will complete Project 2 with a grade of "C" or better (Project description: Summarize and respond to arguments in different contexts)</p> <p>Activity Schedule: Fall</p> <p>Related Documents:</p> <p>Artifact Project 2 CO110.pdf</p> <p>sample failed CO110 project 2.pdf</p> <p>sample passing CO110 Project 2.pdf</p> <p>FA22 CO110 Project 2 Grades.pdf</p>	<p>successfully. However, the instructor reported issues with plagiarism at different stages of project development. (03/13/2022)</p> <p>Growth Budget Implications/Effect: Over \$500</p> <p>Growth Budget Justification: This CO110 project shows that plagiarism is not only a problem in EN111 Writing for Research, but also in other classes. The department needs to purchase Turnitin.com to support the achievement of SLOs.</p>	<p>appropriate use of sources are included with course content. During curriculum review, particular attention to these areas can be evaluated for addition to the course guide. (03/13/2022)</p>
<p>SLO 2 FA2021 - SP2022 ISMP 2 Fostering 100% Student-Centered Success - SLO 2 FA2021 - SP2022 ISMP Goal 2 Fostering 100% Student-Centered Success; Objective 2.2 implement innovative strategies and practice flexibility in meeting student needs</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2021</p>	<p>Workshop/Conference/Training - There are multiple workshops, webinars, and other types of training available for faculty to take advantage of. Before we can implement new strategies, we must seek them out. At the end of assessment period, faculty will discuss the PD activities they participated in.</p> <p>Criterion (Written in %): Faculty</p>	<p>Reporting Period: Fall 2021 - Spring 2022</p> <p>Conclusion: Criterion Met</p> <p>Faculty shared that they continued to seek out professional development but that it was more challenging than in previous years due to the pandemic; while webinars are more available, there is also a "zoom fatigue" that many instructors face while teaching online. Nevertheless, faculty did report attendance at trainings on topics such as writing instruction, online instruction, supporting students through pandemic times. (03/13/2022)</p> <p>Growth Budget Implications/Effect: No budget impact</p>	<p>Use of Summary Result: Faculty members shared that discussions within the department on these same topics and how faculty were dealing with changing situations was particularly useful. The department will continue to support these discussions. (03/13/2022)</p> <p>Implementation Status: Department members</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 2022 Start Date: 10/11/2021 End Date: 03/14/2022 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: This AY we are still working through the pandemic and having to accommodate many different issues and needs. Faculty have grown and developed new skills over the last year, and we are still within the learning curve of the New Normal.</p> <p>SLO 2 FA2021 - SP2022 ISMP 2 Fostering 100% Student-Centered Success - SLO 2 FA2021 - SP2022 ISMP Goal 2 Fostering 100% Student-Centered Success; Objective 2.2 implement innovative strategies and practice flexibility in meeting student needs</p>	<p>members in the English Department will seek out professional development training. Activity Schedule: Fall Related Documents: 2022 FYWS Program – UH FYWS.pdf</p>	<p>Growth Budget Justification: None</p>	<p>communicate frequently in the office, online, and via a whatsapp chat group. Department meetings have moved online but also continue throughout the academic year. The department chairperson and PDRC send out information about opportunities for PD, and PDRC also hosts trainings. (03/13/2022)</p>
<p>SLO #3 FA2021 - SP2022 IDEA Developing Creative Capacities - SLO #3 FA 2021 - SP2022 IDEA Developing Creative Capacities (writing, inventing, designing, performing in art , music , drama, etc.)</p> <p>SLO #3 FA2021 - SP2022 IDEA Developing Creative Capacities - SLO #3 FA 2021 - SP2022 IDEA Developing Creative Capacities (writing, inventing, designing, performing in art , music , drama, etc.) SLO Status: Completed the Assessment Cycle Planned Assessment Cycle: Fall 2021 - Spring 2022 Start Date: 10/11/2021</p>	<p>Rubric - This rubric is used by all faculty teaching EN to assess student essays. Criterion (Written in %): 80% of students will show an increased grade from draft 1 of the essay to the final draft. Activity Schedule: Fall Related Documents: EN 110 Rubric Effective Fall 2013.pdf FA21 EN110 grades for assessment.</p>	<p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Not Met N=19. 10 students showed an increase in grade from draft 1 to final draft which is a 53% of students. (03/14/2022) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: None</p>	<p>Use of Summary Result: Further investigation into the data and the class show that students in this section had final results that were lower than normal. The instructor discussed a few factors that might have impacted the lower rate: students who didn't submit a final draft of this essay withdrew from the course or didn't complete it. This essay (final draft) was due on</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric Data Collection Status/Summary of Results /Method/Tool Description (N=?)	Use of Summary Results
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End Date: 03/14/2022
Program Level SLO Industry National Certification: N/A
Type of Industry National Certification: N/A
Historical Assessment Perspective:
 EN110 is a required Gen Ed for the program.

[pdf](#)
[Student Sample #1_ No First Draft.docx.pdf](#)
[Student Sample #2_ First Draft.pdf](#)
[Student Sample #2_ Final Draft with rubric.pdf](#)

November 14, 2021. Course attendance sheets show a sharp decline in attendance as the course progressed which were attributed to the COVID pandemic (positive cases forced the class to move into remote synchronous) and high numbers of disruptive personal issues which were disclosed to the instructor.

Further discussion uncovered that the rubric was used only for final drafts but not first drafts. The instructor looks at specific elements of the genre when reviewing first drafts as opposed to following the more holistic approach taken by the rubric. The instructor plans to use the rubric for first draft review in upcoming semesters to see what changes occur. Possible hypothesis include that the use of the rubric will show more improvement between drafts and also allow students more feedback that is in line with the expectations for the final draft. (03/14/2022)

Implementation Status: The use of the rubric for first draft review is under discussion within the department. (03/14/2022)

Assessment Unit Four Column Report



Management Information Systems 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>AUO #1 FY2020 Enterprise Resource Planning (ERP) System Cloud Maintenance and Improvements - 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. AUO Status: Completed the Assessment Cycle 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: Addresses the goals, objectives, and expected outcomes related to the previous assessment cycle's ERP Cloud Migration and Technology Modernization Project</p>	<p>Directly related to Objective</p> <p>Document Review - 1. G0020 - Guam Community College- Banner Modernization- 092818 2. Cloud Contract Criterion (Written in %): 100% of all ERP-related cloud systems contracts will be signed Activity Schedule: The college reviews and renews the contracts annually with Ellucian, our ERP</p>	<p>Reporting Period: Spring 2020 - Fall 2020 Conclusion: 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) Growth Budget Implications/Effect: Over \$5,000 Growth Budget Justification: MEET FUTURE ON PREMISE AND CLOUD-BASE SYSTEMS REQUIREMENTS FOR LONG-TERM USE, RELIABILITY, SUPPORT, AND STABILITY OF THE COLLEGE'S SYSTEMS AND OPERATIONS. Related Documents: ICON TECHNOLOGY GROUP FY2020 PO.pdf Evisions FY2020 PO and Contract.pdf Ellucian PO Maintenance Renewal FY2020.pdf ACI Worldwide PO 1st Qtr FY2020.pdf AWS PO P2000687.pdf AWS PO P2000943.pdf P2000683 GTSOFTWARE.pdf EVISIONS FY2021 PO.pdf</p> <p>Reporting Period: Spring 2020 - Fall 2020 Conclusion: Criterion Met N=1 or 100% of the contract is signed (01/10/2020) Growth Budget Implications/Effect: Over \$5,000 Growth Budget Justification: See my budget request Related Documents: G0020 - Guam Community College - Modernizat0n Services 100418 - Ellucian-GCC Contract.pdf G002 - Guam Community College- Banner Modernization-</p>	<p>Use of Summary Result: 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> <p>Implementation Status: The prior CITO retired and the new CITO will review and establish a new assessment plan in the upcoming cycle. (06/25/2021)</p> <p>Use of Summary Result: 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> <p>Implementation Status: The prior CITO retired and the new CITO will</p>

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>AUO #1 FY2020 Enterprise Resource Planning (ERP) System Cloud Maintenance and Improvements - 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.</p>	<p>vendor, and other cloud and professional service providers, to ensure that our cloud environment is secured, stable, and operationally sound.</p> <p>Related Documents: FY2021 3020 MIS FUND 01 BUDGET GOALS INDICATORS OUTCOMES v2.pdf FY2021 3020 MIS BUDGET REQUEST FUND 01 v2.pdf FY2021 3020 MIS BUDGET REQUEST FUND 11 v2.pdf FY2021 3020 MIS FUND 11 BUDGET GOALS INDICATORS OUTCOMES v1.pdf</p>	<p>092818 - Ellucian-GCC Contract.pdf</p>	<p>review and establish a new assessment plan in the upcoming cycle. (06/25/2021)</p>
<p>AUO #2 ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology - AUO #2 ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology To continually improve, modernize, and expand infrastructure and technology in our cloud environment and on campus</p>	<p>Document Review - 1. STUDENTWEB.GUAMCC.EDU -</p>	<p>Reporting Period: Spring 2020 - Fall 2020 Conclusion: Criterion Met</p>	<p>Use of Summary Result: Now that we have these two former on-</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>Technology - AUO #2 ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology To continually improve, modernize, and expand infrastructure and technology in our cloud environment and on campus</p> <p>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Spring 2020 - Fall 2020</p> <p>Start Date: 03/09/2020</p> <p>End Date: 10/12/2020</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: See previous budget</p>	<p>Migration to Cloud</p> <p>2. IFS.GUAMCC.EDU - Migration to Cloud</p> <p>Criterion (Written in %): 100%</p> <p>Activity Schedule: 10/1/2020</p> <p>Related Documents:</p> <p>FY2021 3020 MIS BUDGET REQUEST FUND 01 v2.pdf</p> <p>FY2021 3020 MIS BUDGET REQUEST FUND 11 v2.pdf</p> <p>FY2021 3020 MIS FUND 01 BUDGET GOALS INDICATORS OUTCOMES v2.pdf</p> <p>FY2021 3020 MIS FUND 11 BUDGET GOALS INDICATORS OUTCOMES v1.pdf</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>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: 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>Related Documents:</p> <p>AWS PO P2000687.pdf</p> <p>AWS PO P2000943.pdf</p> <p>MIS Quarterly Report Jan - Mar 2020.pdf</p> <p>MIS Quarterly Report Apr-Jun 2020.pdf</p>	<p>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>
<p>AUO #1 FA2021-SP2022 Enterprise Resource Planning (ERP) System Cloud Maintenance and Improvements - AUO #1 FY2020 Enterprise Resource Planning (ERP) System Cloud Maintenance and Improvements</p> <p>On premises and cloud-base systems will be upgraded in its capacity and capabilities to meet institutional and users demands.</p> <p>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Spring 2020 - Fall 2020</p> <p>Start Date: 03/09/2020</p> <p>End Date: 10/12/2020</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: Addresses the goals, objectives, and expected outcomes related to the</p>	<p>Document Review - 1. G0020 - Guam Community College- Banner Modernization- 092818</p> <p>2. Cloud Contract</p> <p>Criterion (Written in %): 100% of all ERP-related cloud systems contracts will be signed</p> <p>Activity Schedule: 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>		

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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previous assessment cycle's ERP Cloud Migration and Technology Modernization Project

AUO #1 FA2021-SP2022 Enterprise Resource Planning (ERP) System Cloud Maintenance and

Improvements - 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.

AUO #2 FA2022 - SP2023 ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology - AUO

#2 FA2022 - SP2023 ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology. Objective 5.2: Ensure robust technology

AUO #2 FA2022 - SP2023 ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology - AUO

#2 FA2022 - SP2023 ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology. Objective 5.2: Ensure robust technology

AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

See previous budget

Document Review - Review email correspondence and work orders on internet service failures

Criterion (Written in %): 90% of all stakeholders will be satisfied with the campus internet services

Activity Schedule: Fall 2022

Related Documents:

[Sample Survey Questions.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met

N= 172, 72 out of 172 respondents or 42% of the total respondents were satisfied with the campus internet services. (05/04/2023)

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

Growth Budget Justification: The reasons MIS did not meet the criteria are as follows:

- Inadequate Wi-Fi signal coverages and bandwidth, legacy firewall and network devices. The estimated cost to replace the legacy firewall device is around \$40,000 - \$60,000 and network device such as a switch or a router the cost is around \$4,000.

Related Documents:

Use of Summary Result: The

reasons for not meeting the criteria of AUO#2 are the following:

internet connectivity dropping, compatible devices, legacy network equipment, use of personal devices, inadequate WIFI network coverages and bandwidth, and the need to provide more user training. (05/04/2023)

Implementation Status: The department will submit a budget request for an increase of bandwidth across campus and

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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[GCC MIS Internet Satisfaction Survey Result AY 2022_2023.pdf](#)
[GCC MIS overall satisfaction survey AY 2022_2023.pdf](#)

replace legacy equipment. This budget request will increase the stakeholders' satisfaction of the campus internet services and help improve student learning outcomes. (05/04/2023)

AUO #1 FA2022-SP2023 Budget Goal - Meet Cloud-Base Requirements -
 AUO #1 FA2022-SP2023 Budget Goal - Meet cloud-base systems requirements for long-term use, reliability, support, security, and stability of the college's systems and operations.
AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry
National Certification: N/A
Historical Assessment Perspective:
 Addresses the goals, objectives, and expected outcomes related to the previous assessment cycle's ERP Cloud Migration and Technology Modernization Project
AUO #1 FA2022-SP2023 Budget Goal - Meet Cloud-Base Requirements -
 AUO #1 FA2022-SP2023 Budget Goal - Meet cloud-base systems requirements for long-term use, reliability, support, security, and stability of the college's systems and operations.

Document Review - Verifying that all cloud base contracts are maintain by document review.
Criterion (Written in %): 100% of all ERP-related cloud systems contracts will be processed
Activity Schedule: Fall 2022
Related Documents:
[FY2023 3020 MIS BUDGET REQUEST FUN 11 V2.pdf](#)
[FY2023 3020 MIS BUDGET REQUEST FUN 01 V2.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
 N=7, all 7 (100%) ERP-related cloud systems contract were processed. (05/04/2023)
Growth Budget Implications/Effect: Over \$5,000
Growth Budget Justification: The costs of all contracts have increased per year, which MIS expected.
Related Documents:
[Purchase Orders Process in FY 2023.pdf](#)

Use of Summary Result: All contracts were processed on time. (05/04/2023)
Implementation Status: MIS will be requesting an increase of budget due to increased cost of contracts. (05/04/2023)

Assessment Unit Four Column Report



Marketing (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>SLO#2 FA 2020-SP 2021 Integrate the 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</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Program Assessment Cycle: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/08/2021</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Type of Industry National Certification: The program is aligned with the National Distributive Club of America (DECA)</p> <p>Historical Assessment Perspective: GOAL 5: Modernizing and Expanding Infrastructure and Technology Objective 5.2 Ensure robust technology</p>	<p>Presentations - Students will create an electronic presentation on a marketing strategy for a given product.</p> <p>Criterion (Written in %): After the presentation 80% of the students will score 80% or higher on the rating sheet</p> <p>Activity Schedule: Fall 2020</p> <p>Related Documents: Secondary Marketing Program Assessment Plan 2020-2021.pdf</p>	<p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Issues Found N=93 and 0% of the students scored 80% or higher on the rating sheet. (N represented all of the 6 high schools (GWHS, JFKHS, OHS, SHS, SSHS, and THS) The breakdown per school can be found in the related document. (02/26/2021)</p> <p>Growth Budget Implications/Effect: Under \$500</p> <p>Growth Budget Justification: The latest technology, like laptops and other electronic devices</p> <p>Related Documents: Data Collection-Secondary Marketing.pdf</p>	<p>Use of Summary Result: Unfortunately, all of the six(6) high schools were unsuccessfully meeting the criterion. Due to the pandemic, many issues arise and have impacted the students' learning. The students have placed in three(3) different modalities schedules, the shorten of online class time, instability of students' attendances, inaccessibility of technology, and other learning resources deficiencies. On January 19, 2021, the GDOE has opened face-to-face learning. It further put a setback in reinforcing the in-person students to make up all lessons taught and assignments missed since the reopening of the school in October 2020. (02/26/2021)</p> <p>Implementation Status: For the rest of the AY 20-21, the department plans to implement a "Flipped Classroom" strategy to overcome this type of challenge. Due to the unexpected interruptions, students have been very discouraged and have</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

minimal motivation in attending classes, learning, and submitting required assignments. In the proposed flipped classroom, the students will be given a copy of the rubrics and the presentation slides. The strategy is to stimulate the students' by getting them engaged and becoming more analytical. After watching the presentation, the students need to demonstrate their understanding by identifying the criteria in the presentation rubric. For the next AY 2021-2022, the flipped classroom concept will be implemented and validated the understanding of the students before the actual presentation assessment is assigned. (02/26/2021)

SLO#2 FA 2020-SP 2021 Integrate the 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#2 FA 2020-SP 2021 ISMP Modernizing and Expanding Technology - FA 2020-SP 2021 ISMP Modernizing and Expanding Infrastructure and Technology

SLO#2 FA 2020-SP 2021 ISMP Modernizing and Expanding Technology - FA 2020-SP 2021 ISMP Modernizing and Expanding

Presentations - Students will create an electronic presentation on a marketing strategy for a given product.

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Issues Found N=93 and 0% of the students scored 80% or higher on the rating sheet. (N represented all of the 6 high schools

Use of Summary Result: Unfortunately, all of the six(6) high schools were unsuccessfully meeting the criterion. Due to the

<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>Infrastructure and Technology SLO Status: Completed the Assessment Cycle 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 Distributive Club of America (DECA) Historical Assessment Perspective: GOAL 5: Modernizing and Expanding Infrastructure and Technology</p>	<p>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</p>	<p>(GWHS, JFKHS, OHS, SHS, SSSHS, and THS) The breakdown per school can be found in the related document. (04/05/2021) Growth Budget Implications/Effect: Under \$500 Growth Budget Justification: The latest technology, like laptops and other electronic devices Related Documents: Data Collection-Secondary Marketing.pdf</p>	<p>pandemic, many issues arise and have impacted the students' learning. The students have placed in three(3) different modalities schedules, the shorten of online class time, instability of students' attendances, inaccessibility of technology, and other learning resources deficiencies. On January 19, 2021, the GDOE has opened face-to-face learning. It further put a setback in reinforcing the in-person students to make up all lessons taught and assignments missed since the reopening of the school in October 2020. (02/26/2021) (04/05/2021) Implementation Status: For the rest of the AY 20-21, the department plans to implement a "Flipped Classroom" strategy to overcome this type of challenge. Due to the unexpected interruptions, students have been very discouraged and have minimal motivation in attending classes, learning, and submitting required assignments. In the proposed flipped classroom, the students will be given a copy of the rubrics and the presentation slides. The strategy is to stimulate the students' by getting them engaged and becoming more analytical. After watching the presentation, the students need to demonstrate their understanding by identifying the criteria in the presentation rubric.</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

For the next AY 2021-2022, the flipped classroom concept will be implemented and validated the understanding of the students before the actual presentation assessment is assigned. (02/26/2021) (04/05/2021)

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: Completed the Assessment Cycle

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](#)

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Issues Found

N=93 and 0% of the students scored 80% or higher on the rating sheet. (N represented all of the 6 high schools (GWHS, JFKHS, OHS, SHS, SSSHS, and THS) The breakdown per school can be found in the related document. (04/05/2021)

Growth Budget Implications/Effect: Under \$500

Growth Budget Justification: The latest technology, like laptops and other electronic devices

Related Documents:

[Data Collection-Secondary Marketing.pdf](#)

Use of Summary Result:

Unfortunately, all of the six(6) high schools were unsuccessfully meeting the criterion. Due to the pandemic, many issues arise and have impacted the students' learning. The students have placed in three(3) different modalities schedules, the shorten of online class time, instability of students' attendances, inaccessibility of technology, and other learning resources deficiencies. On January 19, 2021, the GDOE has opened face-to-face learning. It further put a setback in reinforcing the in-person students to make up all lessons taught and assignments missed since the reopening of the school in October 2020. (02/26/2021) (04/05/2021)

Implementation Status: For the rest of the AY 20-21, the department plans to implement a "Flipped Classroom" strategy to overcome this type of challenge. Due to the unexpected interruptions, students have been very discouraged and have minimal motivation in attending

Student Learning Outcomes (SLOs)

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

Use of Summary Results

classes, learning, and submitting required assignments. In the proposed flipped classroom, the students will be given a copy of the rubrics and the presentation slides. The strategy is to stimulate the students' by getting them engaged and becoming more analytical. After watching the presentation, the students need to demonstrate their understanding by identifying the criteria in the presentation rubric. For the next AY 2021-2022, the flipped classroom concept will be implemented and validated the understanding of the students before the actual presentation assessment is assigned.
(02/26/2021) (04/05/2021)

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 #3 FA2022-SP2023 Technical Skills. - SLO #3 FA2022-SP2023 Upon successful completion of the marketing program, the students will be able to apply the technical skills required to obtain career-sustaining marketing positions.

SLO #3 FA2022-SP2023 Technical

Rubric - Students will create an

Reporting Period: Fall 2022 - Spring 2023

Use of Summary Result: Although

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>Skills. - SLO #3 FA2022-SP2023 Upon successful completion of the marketing program, the students will be able to apply the technical skills required to obtain career-sustaining marketing positions.</p> <p>SLO Status: Currently being assessed Program Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: N/A Type of Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Previous assessment plans indicate the need for updated computer technology and resources. In order to articulate and/or align the secondary with the post-secondary curriculum, it will be effective to purchase MBA resources and update technologies recommended by the Advisory Committee members. This helps to strengthen the student's learning and achieve the SLO.</p>	<p>electronic presentation on a marketing strategy for a given product and will be evaluated using a rubrics rating sheet.</p> <p>Criterion (Written in %): 80% of the students will score 80% or higher on the rubrics rating sheet.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: Assessment Artifact-Secondary Marketing.pdf</p>	<p>Conclusion: Criterion Met N=6 A total of 6 GWHS students or 100% scored 80% or higher on the rubrics rating sheet. N=12 A total of 12 JFKHS students or 100% scored 80% or higher on the rubrics rating sheet. OHS =22 A total of 22 OHS students or 100% scored 8-% or higher on the rubrics rating sheet. SHS=5 A total of 5 SHS students or 100% scored 80% or higher on the rubrics rating sheet. THS = 14 A total of 13 THS students or 93% scored 80% or higher on the rubrics rating sheet. SSSH N=11 A total of 9 SSSH students scored 80% or higher on the rubrics rating sheet. SSSH N=11 A total of 10 SSSH students scored 80% or higher on the rubrics rating sheet. (02/15/2023)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: Based on the Advisory Committee's recommendation, the department should continue sourcing the latest resources and technology to enhance the success of the students, and possibly provide more certification opportunities.</p> <p>Related Documents: GWHS SY22-23,Student5,Marketing Mix Strategies-Mid.pdf JFKHS SY 22-23-High.pdf JFKHS SY22-23-Mid.pdf SSHS Sy 22-23 Marketing Strategies_High.pdf SSHS Sy 22-23 Marketing Strategies_Low.pdf SY22-23 Summary, Marketing Secondary Assessment-6 high schools.pdf OHS Sy 22-23 Low.pdf OHS Sy 22-23 High.pdf SHS Sy 22-23 Secondary Marketing Program Assessment-High.pdf SHS Sy22-23 Secondary Marketing Program Assessment-Low.pdf GWHS SY22-23,Student2,Marketing Product Presentation-high.pdf</p>	<p>the criterion was met, the department will take the Advisory Committee's recommendation to request a new budget in order to expand the existing resources and technology. Perhaps the increase in the budget can align the technology with the DECA curriculum and the Point-of-Sale (POS) registering system that is utilized throughout the CTE high schools in the United States. With the recent DPHSS or the Public Health requirement, the marketing department can take advantage of the new budget to purchase a machine that produces in-spirit items, hats, and t-shirts. This might be the solution to avoid food and drink sales. Hopefully, the marketing program can expand and integrate the latest technology, such as a printing machine and mobile equipment, like the portable POS hand-held apps that excel students' skills and knowledge. (03/13/2023)</p> <p>Implementation Status: For the new fiscal year, the department will request an additional amount of money for the budget as per the AC's recommendation to purchase the latest resources and technology to strengthen the student's learning outcomes. (03/13/2023)</p>
<p>SLO #2 FA2022-SP2023 ISMP GOAL 5: Modernizing, Expanding</p>	<p>Rubric - Students will create an electronic presentation on a</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Met</p>	<p>Use of Summary Result: Although the criterion was met, 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>Infrastructure and Technology - SLO#2 FA2022-SP2023 ISMP Goal 5: Modernizing and Expanding Infrastructure and Technology Objective 5.2 Ensure robust technology SLO Status: Currently being assessed Program Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: N/A Type of Industry National Certification: N/A Historical Assessment Perspective: Previous assessment plans indicate the need for updated technology. In order to articulate secondary with post-secondary curriculum, it will be effective to purchase MBA resources and update technologies recommended by the Advisory Committee members.</p>	<p>marketing strategy for a given product, and will be evaluated using a rating sheet. Criterion (Written in %): 80% of the students will score 80% or higher in the rating sheet. Activity Schedule: Fall 2022 Related Documents: Assessment Artifact Marketing-Secondary.pdf</p>	<p>N=6 A total of 6 GWHS students or 100% scored 80% or higher on the rubrics rating sheet. N=12 A total of 12 JFKHS students or 100% scored 80% or higher on the rubrics rating sheet. OHS =22 A total of 22 OHS students or 100% scored 8-% or higher on the rubrics rating sheet. SHS=5 A total of 5 SHS students or 100% scored 80% or higher on the rubrics rating sheet. THS = 14 A total of 13 THS students or 93% scored 80% or higher on the rubrics rating sheet. SSHS N=11 A total of 10 SSHS students scored 80% or higher on the rubrics rating sheet. (02/15/2023) Growth Budget Implications/Effect: Over \$5,000 Growth Budget Justification: Although the criterion was met, the department will take the Advisory Committee's recommendation to request a new budget in order to expand the existing resources and technology. Perhaps the increase in the budget can align the technology with the DECA curriculum and the Point-of-Sale (POS) registering system that is utilized throughout the CTE high schools in the United States. With the recent DPHSS or the Public Health requirement, the marketing department can take advantage of the new budget to purchase a machine that produces in-spirit items, hats, and t-shirts. This might be the solution to avoid food and drink sales. Hopefully, the marketing program can expand and integrate the latest technology, such as a printing machine and mobile equipment, like the portable POS hand-held apps that excel students' skills and knowledge. Related Documents: GWHS SY22-23,Student5,Marketing Mix Strategies-Mid.pdf JFKHS SY 22-23-High.pdf JFKHS SY22-23-Mid.pdf SSHs Sy 22-23 Marketing Strategies_High.pdf SSHs Sy 22-23 Marketing Strategies_Low.pdf SY22-23 Summary, Marketing Secondary Assessment-6 high schools.pdf OHS Sy 22-23 Low.pdf OHS Sy 22-23 High.pdf SHS Sy 22-23 Secondary Marketing Program Assessment-</p>	<p>department will take the Advisory Committee's recommendation to request a new budget in order to expand the existing resources and technology. Perhaps the increase in the budget can align the technology with the DECA curriculum and the Point-of-Sale (POS) registering system that is utilized throughout the CTE high schools in the United States. With the recent DPHSS or the Public Health requirement, the marketing department can take advantage of the new budget to purchase a machine that produces in-spirit items, hats, and t-shirts. This might be the solution to avoid food and drink sales. Hopefully, the marketing program can expand and integrate the latest technology, such as a printing machine and mobile equipment, like the portable POS hand-held apps that excel students' skills and knowledge. (03/13/2023) Implementation Status: For the new fiscal year, the department will request an additional amount of money for the budget as per the AC's recommendation to purchase the latest resources and technology to strengthen the student's learning outcomes. (03/13/2023)</p>

Student Learning Outcomes (SLOs)

Artifact/Instrument/Rubric /Method/Tool Description

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

Use of Summary Results

[High.pdf](#)
[SHS Sy22-23 Secondary Marketing Program Assessment-Low.pdf](#)
[GWHS SY22-23,Student2,Marketing Product Presentation-high.pdf](#)

SLO #2 FA2022-SP2023 ISMP GOAL 5:

Modernizing, Expanding Infrastructure and Technology -

SLO#2 FA2022-SP2023 ISMP Goal 5:
Modernizing and Expanding Infrastructure and Technology
Objective 5.2 Ensure robust technology

SLO #3 FA2022-SP2023 TITLE VB

Industry-level equipment - SLO #3 FA2022-SP2023 TITLE VB 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.

SLO Status: Currently being assessed
Program Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

Historical Assessment Perspective:

Previous assessment plans indicate the need for updated technology. In order to articulate secondary with post-secondary curriculum, it will be effective to purchase MBA resources and update technologies recommended by the Advisory

Rubric - Students will utilize industry-level equipment to create a marketing and/or retail presentation. The students will be evaluated using a faculty-developed rubric to measure the knowledge and application of equipment used.
Criterion (Written in %): 80% of the students will score 80% or higher on the rubric.

Activity Schedule: Fall 2022

Related Documents:

[Assessment Artifact Marketing-Secondary.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met
N=6 A total of 6 GWHS students or 100% scored 80% or higher on the rubrics rating sheet. N=12 A total of 12 JKFS students or 100% scored 80% or higher on the rubrics rating sheet. OHS =22 A total of 22 OHS students or 100% scored 8-% or higher on the rubrics rating sheet. SHS=5 A total of 5 SHS students or 100% scored 80% or higher on the rubrics rating sheet. THS = 14 A total of 13 THS students or 93% scored 80% or higher on the rubrics rating sheet. SSSH N=11 A total of 10 SSSH students scored 80% or higher on the rubrics rating sheet. (03/13/2023)

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

Growth Budget Justification: Although the criterion was met, the department will take the Advisory Committee's recommendation to request a new budget in order to expand the existing resources and technology. Perhaps the increase in the budget can align the technology with the DECA curriculum and the Point-of-Sale (POS) registering system that is utilized throughout the CTE high schools in the United States. With the recent DPHSS or the Public Health requirement, the marketing department can take advantage of the new budget to purchase a machine that produces in-spirit items, hats, and t-shirts. This might be the solution to avoid food and drink sales. Hopefully, the

Use of Summary Result: Although the criterion was met, the department will take the Advisory Committee's recommendation to request a new budget in order to expand the existing resources and technology. Perhaps the increase in the budget can align the technology with the DECA curriculum and the Point-of-Sale (POS) registering system that is utilized throughout the CTE high schools in the United States. With the recent DPHSS or the Public Health requirement, the marketing department can take advantage of the new budget to purchase a machine that produces in-spirit items, hats, and t-shirts. This might be the solution to avoid food and drink sales. Hopefully, the marketing program can expand and integrate the latest technology, such as a printing machine and mobile equipment,

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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Committee members.

marketing program can expand and integrate the latest technology, such as a printing machine and mobile equipment, like the portable POS hand-held apps that excel students' skills and knowledge.

Related Documents:

- [GWHS SY22-23,Student5,Marketing Mix Strategies-Mid.pdf](#)
- [JFKHS SY 22-23-High.pdf](#)
- [JFKHS SY22-23-Mid.pdf](#)
- [SSHS Sy 22-23 Marketing Strategies_High.pdf](#)
- [SSHS Sy 22-23 Marketing Strategies_Low.pdf](#)
- [SY22-23 Summary, Marketing Secondary Assessment-6 high schools.pdf](#)
- [OHS Sy 22-23 Low.pdf](#)
- [OHS Sy 22-23 High.pdf](#)
- [SHS Sy 22-23 Secondary Marketing Program Assessment-High.pdf](#)
- [SHS Sy22-23 Secondary Marketing Program Assessment-Low.pdf](#)
- [GWHS SY22-23,Student2,Marketing Product Presentation-high.pdf](#)

like the portable POS hand-held apps that excel students' skills and knowledge. (03/13/2023)

Implementation Status: For the new fiscal year, the department will request an additional amount of money for the budget as per the AC's recommendation to purchase the latest resources and technology to strengthen the student's learning outcomes. (03/13/2023)

SLO #3 FA2022-SP2023 TITLE VB

Industry-level equipment - SLO #3
 FA2022-SP2023 TITLE VB 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.

Assessment Unit Four Column Report



Marketing AS

<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>SLO#3 FA2019-SP2020 Display technical skills required to obtain career-sustaining marketing positions. - 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. 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 Type of Industry National Certification: N/A</p>	<p>Directly related to SLO</p>	<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: Criterion Met 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) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: 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. Related Documents: AS Marketing Program MK292 High.pdf As Marketing Program MK292 Low.pdf</p>	<p>Use of Summary Result: Although the criterion was met, utilizing the MBA curriculum guides, like digital marketing resource assist the faculty to teach and prepare the students not only to perform the required skills in the marketing industry but also to meet the assessment criterion. (03/09/2020) Implementation Status: Hope to receive the budget to purchase the MBA curriculum guides, like digital marketing resources to allow faculty to teach and strengthen the student's learning and meet the assessment criterion. (03/09/2020)</p>
<p>Historical Assessment Perspective: Use and implement results from the previous cycle.</p>	<p>Internship/Co-op/Practicum Evaluation - Employer's evaluation of student's on-the-job-training upon completion of 180 hours of training. Criterion (Written in %): 85% of the students will average a score 90% or better for their overall percentage grade. Activity Schedule: Fall 2019 Related Documents:</p>	<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: 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) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: 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</p>	<p>Use of Summary Result: Although the criterion was met, utilizing the MBA curriculum guides, like digital marketing resource assist the faculty to teach and prepare the students not only to perform the required skills in the marketing industry but also to meet the assessment criterion. (03/09/2020)</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>SLO#3 FA2019-SP2020 Display technical skills required to obtain career-sustaining marketing positions. - 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>Marketing Program Assessment Tool_practicum_evaluation_form.pdf</p>	<p>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>Related Documents: AS Marketing Program MK292 High.pdf As Marketing Program MK292 Low.pdf</p> <hr/> <p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: Criterion Met 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) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: Will continue training students on soft skills prior to placing at their training sites. Would like to request for students to take the Ethics training course and earn a Certificate on Work Ethics Proficiency to strengthen their soft skill development.</p> <p>Related Documents: AS Marketing Program MK292 High.pdf As Marketing Program MK292 Low.pdf</p>	<p>Implementation Status: Hope to receive the budget to purchase the MBA curriculum guides, like digital marketing resources to allow faculty to teach and strengthen the student's learning and meet the assessment criterion. (03/09/2020)</p> <hr/> <p>Use of Summary Result: Although the criterion was met, utilizing the MBA curriculum guides, like digital marketing resource assist the faculty to teach and prepare the students not only to perform the required skills in the marketing industry but also to meet the assessment criterion. (03/09/2020)</p> <p>Implementation Status: Hope to receive the budget to purchase the MBA curriculum guides, like digital marketing resources to allow faculty to teach and strengthen the student's learning and meet the assessment criterion. (03/10/2020)</p>

**SLO#3 FA2019-SP2020 ISMP
Advancing Workforce Development**

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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and Training - SLO#3 FA2019-SP2020
ISMP Advancing Workforce Development and Training

SLO#3 FA2019-SP2020 ISMP Advancing Workforce Development and Training - SLO#3 FA2019-SP2020
ISMP Advancing Workforce Development and Training
SLO Status: Completed the Assessment Cycle
Start Date: 10/14/2019
End Date: 03/09/2020
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective:
We continue to apply the implementation plan from the previous cycle.

Directly related to SLO

Reporting Period: Fall 2019 - Spring 2020
Conclusion: 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)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: Would like to request for students to receive Work Ethics training and earn Certificate of Work Ethics Proficiency to strengthen their soft skill development.
Related Documents:
[AS Marketing Program MK292 High.pdf](#)
[As Marketing Program MK292 Low.pdf](#)

Use of Summary Result: Although the criterion was met, utilizing the MBA curriculum guides, like digital marketing resource assist the faculty to teach and prepare the students not only to perform the required skills in the marketing industry but also to meet the assessment criterion. (03/09/2020)

Implementation Status: Hope to receive the budget to purchase the MBA curriculum guides, like digital marketing resources to allow faculty to teach and strengthen the student's learning and meet the assessment criterion. (03/09/2020)

Internship/Co-op/Practicum Evaluation - Upon completion student's practicum hours, the employer will evaluate the student's job performance.

Criterion (Written in %): 85% of the students will average a score of 90% or better for their overall percentage grade.

Activity Schedule: Fall 2019

Related Documents:
[Marketing Program Assessment Tool_practicum_evaluation_form.pdf](#)

Reporting Period: Fall 2019 - Spring 2020
Conclusion: 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)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: 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.

Related Documents:
[AS Marketing Program MK292 High.pdf](#)
[As Marketing Program MK292 Low.pdf](#)

Use of Summary Result: Although the criterion was met, utilizing the MBA curriculum guides, like digital marketing resource assist the faculty to teach and prepare the students not only to perform the required skills in the marketing industry but also to meet the assessment criterion. (03/09/2020)

Implementation Status: Hope to receive the budget to purchase the MBA curriculum guides, like digital marketing resources to allow faculty to teach and strengthen the student's learning and meet the assessment

Student Learning Outcomes (SLOs)

Artifact/Instrument/Rubric /Method/Tool Description (N=?)

Use of Summary Results

criterion. (03/09/2020)

SLO#3 FA2019-SP2020 IDEA Survey Developing skill in expressing oneself orally or in writing - SLO#3 FA2019-SP2020 IDEA Survey Developing skill in expressing oneself orally or in writing
SLO Status: Completed the Assessment Cycle
Start Date: 10/14/2019
End Date: 03/09/2020
Program Level SLO Industry
National Certification: N/A
Historical Assessment Perspective: Use and implement results from the previous cycle.

Internship/Co-op/Practicum Evaluation - Upon completion student's practicum hours, employer will evaluate student's job performance.
Criterion (Written in %): 85% of the students will earn a 90% or better for their overall percentage grade.

Activity Schedule: Fall 2019
Related Documents:
[Marketing Program Assessment Tool practicum evaluation form.pdf](#)

Reporting Period: Fall 2019 - Spring 2020
Conclusion: 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)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: 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.
Related Documents:
[AS Marketing Program MK292 High.pdf](#)
[As Marketing Program MK292 Low.pdf](#)

Use of Summary Result: Although the criterion was met, utilizing the MBA curriculum guides, like digital marketing resource assist the faculty to teach and prepare the students not only to perform the required skills in the marketing industry but also to meet the assessment criterion. (03/09/2020)

Implementation Status: Hope to receive the budget to purchase the MBA curriculum guides, like digital marketing resources to allow faculty to teach and strengthen the student's learning and meet the assessment criterion. (03/09/2020)

Reporting Period: Fall 2019 - Spring 2020
Conclusion: Criterion Met
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)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: Would like to request for students to receive Work Ethics Training and earn a Certificate on Work Ethics Proficiency.
Related Documents:
[AS Marketing Program MK292 High.pdf](#)
[As Marketing Program MK292 Low.pdf](#)

Use of Summary Result: Although the criterion was met, utilizing the MBA curriculum guides, like digital marketing resource assist the faculty to teach and prepare the students not only to perform the required skills in the marketing industry but also to meet the assessment criterion. (03/09/2020)

Implementation Status: Hope to receive the budget to purchase the MBA curriculum guides, like digital marketing resources to allow faculty to teach and strengthen the student's learning and meet the assessment criterion. (03/09/2020)

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 Survey
Developing skill in expressing oneself orally or in writing - SLO#3 FA2019-SP2020 IDEA Survey Developing skill in expressing oneself orally or in writing

Curriculum Review - Curriculum Review

Curriculum Review - Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/11/2021

End Date: 03/08/2022

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: .

Historical Assessment Perspective: .

SLO#3 FA2022-SP2023 Obtain career-sustaining marketing positions. - SLO#3 FA2022-SP2023 Upon successful completion of the AS Marketing program, students will be able to apply the technical skills required to obtain career-sustaining marketing positions.

SLO Status: Currently being assessed

Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

Historical Assessment Perspective:

Internship/Co-op/Practicum

Evaluation - Practicum Evaluation Rating sheet. The employer will evaluate the student's technical skills upon completion of the program.

Criterion (Written in %): 85% of the students will average a score of 90% or better for their overall percentage grade.

Activity Schedule: Fall 2022

Related Documents:

[AS Marketing Program Assessment 2022-2023.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met

N=5, the number of students who participated in the assessment. 100% of the students scored 90% or better for their overall percentage grade (03/13/2023)

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

Growth Budget Justification: Based on the recommendation from the Business/VisCom Department Advisory Committee (AC), indicated the students should have more preparation in interpersonal and life skills prior to participating in the Practicum program. They reviewed that although the practicum program is operating efficiently, supplemental resources and perhaps more exposure to industry certification can strengthen the students' skills and/or knowledge. The AC members all unanimously agreed a full-time permanent faculty should be hired for the marketing program to provide a higher quality teaching.

Use of Summary Result: Even though the MK 292 Marketing Practicum accomplished a 100% criterion met, the department feels that we need to expand the opportunity further by including it in the departmental budget to purchase resources and build on certification opportunities. This should be carried out throughout the marketing program, instead of focusing on the practicum course only. That will help strengthen and broaden students' marketing career positions. (03/13/2023)

Implementation Status: The criterion was met and the

<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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Implementation of results from the previous cycle indicate that the Practicum course is a good indicator of the AS Marketing students' career readiness. it was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

SLO#3 FA2022-SP2023 Obtain career-sustaining marketing positions. -
 SLO#3 FA2022-SP2023 Upon successful completion of the AS Marketing program, students will be able to apply the technical skills required to obtain career-sustaining marketing positions.

SLO#2 FA2022-SP2023 ISMP Goal 5: Modernizing, Expanding Infrastructure and Technology. -
 SLO#2 FA2022-SP2023 ISMP Goal 5: Modernizing and Expanding Infrastructure and Technology Objective 5.2 Ensure robust technology
SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry

Internship/Co-op/Practicum Evaluation - Students will be graded based a faculty developed presentation rubrics to check to understand the practicum knowledge gained.
Criterion (Written in %): 85% of the students will score of 90% or better in the rubrics rating sheet.
Activity Schedule: Fall 2022
Related Documents:
[MK 292 Practicum Presentation Rubrics - Final Presentation \(1\).pdf](#)

Related Documents:
[MK 292 FinalEval-ST-#3.pdf](#)
[MK 292 Final-#1.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
 N=5, the number of students who participated in the assessment. 100% of the students scored 90% or better in the rubrics rating sheet. (03/13/2023)
Growth Budget Implications/Effect: Over \$5,000
Growth Budget Justification: Based on the criterion and suggestion presented at the Advisory Committee (AC) meeting, hiring a full-time marketing faculty, and obtaining a selection of the latest resources, like MBA and technology to continue striving for higher education and possibly certifications to the students who are ready to graduate from the program.
Related Documents:

department continues to commit to the student's success by sourcing out resources to enhance the marketing program and prepare the graduate student who enrolls in the marketing practicum to demonstrate to the industry expertise their effective and refined communication, technical, and interpersonal skills. Hopefully, as suggested by the advisory committee meeting, in the budget proposal, the department can hire a full-time marketing faculty to help endorse higher-quality teaching. (03/13/2023)

Use of Summary Result: As mentioned even though the criterion was met, the department incorporate the advice from the Advisory Committee (AC) members that we should continue enhancing the student's learning outcome by locating more latest resources and technology that help strengthen and secure a career in the industry prior to the student's graduation. If funding is available, the department should look into getting full-time faculty

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

Type of Industry National Certification: N/A

Historical Assessment Perspective:

Use the previous cycle to measure the AS Marketing students' career readiness and to update the technology and resources needed to achieve the criteria. it was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard.

Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

[Presentation Rubrics-Dec. 9-2022-#1 & #3.pdf](#)

to provide a higher standard and quality of teaching, and reliability to the students through the entire marketing program. (03/13/2023)

Implementation Status: The criterion was met and the department continues to commit to the student's success by sourcing out resources to enhance the marketing program and prepare the graduate student who enrolls in the marketing practicum to demonstrate to the industry expertise their effective and refined communication, technical, and interpersonal skills. The marketing program will incorporate the recommendation and/or suggestion from the Advisory Committee to provide more certification, training, and workshop opportunities to all of the students, especially the graduates. (03/13/2023) (04/12/2023)

SLO#2 FA2022-SP2023 ISMP Goal 5:

Modernizing, Expanding Infrastructure and Technology. -

SLO#2 FA2022-SP2023 ISMP Goal 5:

Modernizing and Expanding Infrastructure and Technology
Objective 5.2 Ensure robust technology

SLO#3 FA2022-SP2023 IDEA: Develop skills and competency. - SLO#3

FA2022-SP2023 IDEA: Developing specific skills, competencies, and points of view needed by

Student Learning Outcomes (SLOs)

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

Use of Summary Results

professionals in the field most closely related to this course.

SLO#3 FA2022-SP2023 IDEA: Develop skills and competency. - SLO#3

FA2022-SP2023 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 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

Historical Assessment Perspective:

Use the previous cycle to measure the AS Marketing students' career readiness. It also keeps track of the necessary technologies and resources needed to meet the criteria. It was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to secure students' learning success.

Internship/Co-op/Practicum

Evaluation - Students will be evaluated by the employer based on faculty-developed practicum rubrics. **Criterion (Written in %):** 85% of the students will average a score of 90% or better for their overall percentage grade.

Activity Schedule: Fall 2022

Related Documents:

[AS Marketing Program Assessment 2022-2023.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met

N=5, the number of students who participated in the assessment. 100% of the students average a score of 90% or better for their overall percentage grade. (03/13/2023)

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

Growth Budget Justification: The department presented the idea of using the latest resources and technology to enhance and strengthen the students' performance throughout the entire marketing program, the measurement should not be used strictly at the practicum site. The idea was supported by the Advisory Committee (AC) members at Spring 2023 meeting. In addition, the AC members also feel that it will be an awesome idea to employ a full-time marketing faculty to offer high-quality education and/or teaching to the marketing program. Throughout the years, it's always been a challenge to maintain discipline and stable faculty in the marketing program. As a result, the students were impacted by the lack of reliable and dedicated faculty.

Related Documents:

[MK 292 Final-#1.pdf](#)

[MK 292 FinalEval-ST-#3.pdf](#)

Use of Summary Result: Although the criterion was met, the department felt the program needs to stress providing a selection of the latest resources and technology, so the students can receive good and quality education and be more prepared for the industry-required standards. This can also help the students to identify potential career opportunities prior to their graduation. (03/13/2023)

Implementation Status: The criterion that was met is definitely great news, however, the department felt the further implementation of a selection of the latest resources and technology must offer. In order for the students to continue receiving good and quality education through the marketing program and be prepared for the industry-required standards and be able to sustain a career in the retail-marketing field. As suggested and supported by the Advisory Committee members, the marketing program should seriously consider hiring a full-time marketing faculty who is committed and dedicated to the students' welfare and success! (03/13/2023)

Assessment Unit Four Column Report



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>AUO#1 FY 2020 Budget GOAL 1 Materials Management - AUO#1 FY 2020 Budget GOAL 1 Materials Management</p> <p>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Spring 2020 - Fall 2020</p> <p>Start Date: 03/09/2020</p> <p>End Date: 10/12/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: 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>AUO#1 FY 2020 Budget GOAL 1 Materials Management - AUO#1 FY 2020 Budget GOAL 1 Materials Management</p>	<p>Work Request Log - The requisition log will assist in monitoring the time it takes to process a requisition into a PO</p> <p>Criterion (Written in %): 90% of requisitions will be processed into a purchase order within seven (7) work days</p> <p>Activity Schedule: 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>Reporting Period: Spring 2020 - Fall 2020</p> <p>Conclusion: 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>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: 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>Related Documents: requisition to PO assessment FY2020.pdf</p>	<p>Use of Summary Result: 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>Implementation Status: 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>

AUO #2 ISMP GOAL #4: Optimizing

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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Resources - AUO #2 ISMP GOAL #4: Optimizing Resources

AUO #2 ISMP GOAL #4: Optimizing Resources - AUO #2 ISMP GOAL #4: Optimizing Resources

AUO Status: Completed the Assessment Cycle

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:

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.

Training Plan - Trainings will continue to be held to provide the training required to be able to create requisitions on line.

Criterion (Written in %): 95% of the personnel will be trained so that they are able to create requisitions on line.

Activity Schedule: 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.

Reporting Period: Spring 2020 - Fall 2020

Conclusion: Criterion Met N=6 (01/10/2020)

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

Growth Budget Justification: 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.

Related Documents:

[Training sign-in sheets for online requisitions.pdf](#)

Use of Summary Result: 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)

Implementation Status: 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)

AUO#1 FA2022-SP2023 Budget Goal Procurement of Goods and Services -

AUO#1 FA2022-SP2023 To support educational programs by ensuring the timely procurement of goods and services for college programs/courses, departments, and other student activities.

AUO Status: Currently being assessed

Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Other (indicate the specific tool in the Method field/box) - requisition converted to PO report

Criterion (Written in %): Ninety percent (90%) of electronic requisitions received in MMO queue will be processed into a purchase order within seven (7) work days.

Activity Schedule: Fall 2022

Related Documents:

[FY2022 Buyer I Report - Requisition Processing \(10.10.2022\).pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met n=266; 239 (or 90%) of the requisitions out of 266 requisitions received. were processed into a PO within 7 work days Oct 22 (86%), Nov 22 (94%), Dec 82%, Jan 23 (85%), Feb 23 (87%), March 23 (97%) (04/14/2023)

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

Growth Budget Justification: Procurement of goods and services were achieved for purchases processed as a requisition and then converted to an approved PO.

Related Documents:

[FY2023 Requisition Assessment \(as of 04.11.2023\).pdf](#)

Use of Summary Result:

Requisitions were converted to PO's within the 7 day period. (04/14/2023)

Implementation Status: MMO will continue to advise departments on requisitions lacking documentation, funding certification issues, etc. so that the requisitions are converted to a PO in a timely basis so that the criterion is met. GCC MMO is carrying out the plan to improve the number of requisitions processed into a PO so that

<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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Historical Assessment Perspective:

The Administrative Assistant position is needed so that the department can provide the administrative support as we move forward in the automation of the entire procurement process and become fully electronic/digital. The additional personnel will allow MMO to meet deadlines so that bids are issued, invoices are processed, requisitions and PO's are created and approved electronically and in a timely and accurate manner. This will help to procure the construction of buildings, goods and services for capital improvements, technology, supplies and materials necessary for the operation of the college and service our students and other customers.

AUO#1 FA2022-SP2023 Budget Goal Procurement of Goods and Services -

AUO#1 FA2022-SP2023 To support educational programs by ensuring the timely procurement of goods and services for college programs/courses, departments, and other student activities.

AUO#2 FA2022-SP2023 ISMP Goal 4. Optimizing Resources Procurement Training -

AUO#2 FA2022-SP2023 ISMP Goal 4. Optimizing Resources Procurement Training Objective 4.3 Provide employee professional development

AUO#2 FA2022-SP2023 ISMP Goal 4. Optimizing Resources Procurement

Workshop/Conference/Training - Materials Management

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met

departments have the required goods and services for each student's success. (04/14/2023)

Use of Summary Result: Employees who process

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>Training - AUO#2 FA2022-SP2023 ISMP Goal 4. Optimizing Resources Procurement Training Objective 4.3 Provide employee professional development</p> <p>AUO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: MMO will conduct procurement training and inventory training for all DC's, administrative assistants, administrative aides, and other employees who prepare requisitions, travel authorizations, and manage inventory for their departments.</p>	<p>Procurement and On-line requisition training will be held at least 2 times a year.</p> <p>Criterion (Written in %): 95% of the personnel who process and approve requisitions will attend the training so that they are able to understand the procurement processes and are able to create accurate and complete requisitions without having it returned.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: Procurement Training Signin Sheet.pdf</p>	<p>n=74; 73 (99%) of the attendees out of 74 who process requisitions attended the training. Procurement Training and Online requisition trainings were held on 10/18/22 (32 attendees) and 11/8/22 (45 attendees) face to face. Updated Travel Authorization Training (12 attendees) was held at the Fall College Assembly on 11/15/2022-E Bldg. (04/14/2023)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: Trainings were led by Procurement & Inventory Administrator and Buyer II.</p> <p>Related Documents: Procurement Training Attendance Result.pdf</p>	<p>requisitions attended the trainings provided by GCC MMO. (04/14/2023)</p> <p>Implementation Status: More trainings will be held so that all employees are aware of updated information regarding procurement process to include travel authorizations and what is required when processing requisitions. This will increase the time it takes to obtain an approved PO/TA. In addition to MMO scheduling more trainings for employees, we are continuously training employees one on one as the need or request arises. (04/14/2023)</p>
<p>AUO#3 FA2022-SP2023 ISMP Goal 4: Optimizing Resources Bookstore Training and Customer Service - AUO #3 FA2022-SP2023 ISMP Goal 4: Optimizing Resources Bookstore Training and Customer Service: to support educational programs by ensuring that the staff provide great customer service, book rental options are available, and ensuring that all required resources (textbooks, access codes, supplies, uniforms, and other items needed are available at the beginning of each semester.</p> <p>AUO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p>	<p>Other (indicate the specific tool in the Method field/box) - Book order worksheet forms</p> <p>Criterion (Written in %): 95% of the required textbooks, supplies, and uniforms required for each course will be available for students and all other customers to purchase by the start of each semester.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents: Spring 2023 Book Orders.pdf</p>	<p>Reporting Period: Fall 2022 - Spring 2023</p> <p>Conclusion: Criterion Met</p> <p>n=1,703 1,617 units (95% received) out of 1,703 units to be ordered were received by the start of the SPRING 2023 semester . (05/04/2023)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: Bookstore is under auxiliary services for the college and has the budget required to place orders for all resources required for the students. This includes books, uniforms, school supplies, and other resources needed for their programs and courses.</p> <p>Related Documents: Textbook Receiving Assessment SPRING 2023.pdf</p>	<p>Use of Summary Result: The requisitions were processed and PO's issued to vendors and received books prior to the start of the semester. (05/04/2023)</p> <p>Implementation Status: The Bookstore Manager and Team will continue to work with the DC's and other program coordinators to ensure that books and other items are ordered so that it is received prior to the start of each semester. The Bookstore Manager and Team communicated with the department chairpersons and others to ensure that all items are ordered so that GCC can meet the timeline for orders to be placed and publishers/vendors can</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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Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective:

This plan reflects the required resources for each student in order to successfully complete their specific courses that they are enrolled in each semester. It is important for all students to have the resources available in the Bookstore.

AUO#3 FA2022-SP2023 ISMP Goal 4: Optimizing Resources Bookstore

Training and Customer Service - AUO

#3 FA2022-SP2023 ISMP Goal 4: Optimizing Resources Bookstore Training and Customer Service: to support educational programs by ensuring that the staff provide great customer service, book rental options are available, and ensuring that all required resources (textbooks, access codes, supplies, uniforms, and other items needed are available at the beginning of each semester.

deliver orders in time for the start of each semester. (05/04/2023)

Assessment Unit Four Column Report



Math & Science Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



Medical Assisting 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>
<p>SLO#2 Navigate EHR and PM software. - SLO #2 FA2019-SP2020- 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>SLO#2 Navigate EHR and PM software. - SLO #2 FA2019-SP2020- 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>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: American Medical Technologists (AMT), Registered Medical Assistant(RMA) certification.</p> <p>Historical Assessment Perspective: The Medical Assistant program</p>	<p>Rubric - 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>Criterion (Written in %): 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>Activity Schedule: The rubric will be used during the spring semester after navigation of EHR training. The lead instructor for MS 141 is responsible for data collection of this tool.</p> <p>Related Documents: Student Learning Outcome.pdf</p>	<p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Criterion Met N=22, 22 of 22 (100%) of students were able to pass with a score of 80% or higher. (09/12/2021)</p> <p>Growth Budget Implications/Effect: Over \$500</p> <p>Growth Budget Justification: The use of computers, the internet, and software are essential for student success.</p> <p>Related Documents: studentsample3</p>	<p>Use of Summary Result: The students will be able to use the computer and software multiple times during class to improve proficiency. (09/12/2021)</p> <p>Implementation Status: Continue to allow students lab time to improve their confidence in navigating the software system. (09/12/2021)</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

curriculum has been updated to meet Accrediting Bureau of Health Education Schools (ABHES) accreditation guidelines.

SLO #2 FA2019-SP2020 ISMP - Advancing Workforce Development and Training - SLO #2 FA2019-SP2020 ISMP-2020-2026-Advancing Workforce Development and Training
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: Yes

Type of Industry National

Certification: Registered Medical Assistant Certification from the American Medical Technologists (AMT)

Historical Assessment Perspective:

Program focus this academic year is programmatic accreditation with Accrediting Bureau of Health Education Schools (ABHES)

SLO #2 FA2019-SP2020 ISMP - Advancing Workforce Development and Training - SLO #2 FA2019-SP2020 ISMP-2020-2026-Advancing Workforce Development and Training

Other (indicate the specific tool in the Method field/box) - The Medical Assistant Program will prepare and complete the accreditation self evaluation report and program effectiveness plan for submission.

Criterion (Written in %): The Medical Assistant Programmatic 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.

Activity Schedule: Spring 2020

Related Documents:

[SER MA Cover Ltr Guam Community College.pdf](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: 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)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: No budgetary increase for this criterion.

Related Documents:

[Program Effectiveness Plan FINAL.pdf](#)

[Programmatic Self Evaluation Report FINAL \(1\).pdf](#)

Use of Summary Result: 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)

Implementation Status: 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)

Curriculum review - Curriculum review

Curriculum review - Curriculum review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021

Student Learning Outcomes (SLOs)

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

Use of Summary Results

- Spring 2022, Spring 2021 - Fall 2021

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: Curriculum review

Historical Assessment Perspective:

Curriculum review

FA2022-SP2023-Curriculum review -

FA2022-SP2023-Curriculum review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022

- Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: .

SLO #3 FA2019-SP2020 IDEA

Developing specific skills - 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

FA2022-SP2023-Curriculum review -

FA2022-SP2023-Curriculum review

SLO #3 FA2019-SP2020 IDEA

Developing specific skills - 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

Skills proficiency checklist - The students will complete the clinical medical assistant skills check off list as proof of skill attainment and competence.

Criterion (Written in %): 95% of the students will complete the skills check off sheet.

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met
N=19, 19 out of 19 or 100% of the students completed the 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)

Growth Budget Implications/Effect: Over \$500

Use of Summary Result: All 19 students completed the minimum required skill to complete the 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

<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>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: Yes Type of Industry National Certification: Registered Medical Assistant certification from the American Medical Technologist (AMT). Historical Assessment Perspective: The Medical Assistant Program is currently working on attaining programmatic accreditation from the Accrediting Bureau of Health Education Schools (ABHES).</p>	<p>Activity Schedule: Spring 2020 Related Documents: Check off list 121 120 Fall 2019 handout.pdf</p>	<p>Growth Budget Justification: 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 & Lancing Device, on line cost of \$44.99 from https://www.londondrugs.com/roche-accu-chek-guide-wireless-blood-glucose-meter-and-lancing-device---11169/L9541186.html, 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. Related Documents: MS 180 checklist SP2020 SARS 2 Covid-19 modified.pdf</p>	<p>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) Implementation Status: 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>
<p>a - a SLO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 04/05/2023 End Date: 04/20/2023 Program Level SLO Industry</p>	<p>Advisory Committee Boards - a Criterion (Written in %): a Activity Schedule: a</p>		

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

National Certification: Yes

Type of Industry National

Certification: a

Historical Assessment Perspective: a

a - a

Assessment Unit Four Column Report



Medium/Heavy Truck Diesel 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>SLO #1 FA2019-SP2020 - . SLO Status: Curriculum Review Planned Assessment Cycle: Fall 2019 - Spring 2020 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: CURRICULUM WILL BE UPDATED. SLO #1 FA2019-SP2020 - .</p>			
<p>FALL2020-SPRING2021 - FALL2020-SPRING2021 FALL2020-SPRING2021 - FALL2020-SPRING2021 SLO Status: Curriculum Review 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: GST Historical Assessment Perspective: Curriculum review currently ongoing. Delayed due to VPAA directive for Hybrid updates.</p>			

Assessment Unit Four Column Report



Nursing & Allied Health Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



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>AUO#2 FA2020-SP2021 ISMP - Advancing Workforce Development & Training - AUO#2 FA2020-SP2021 ISMP - Advancing Workforce Development & Training Respond to local and regional occupational needs. Cultivate meaningful partnerships.</p> <p>AUO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/08/2021</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Goals identified and approved by the Board of Trustees, outlined in ISMP 2020-2026.</p>	<p>Document Review - 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>Criterion (Written in %): 85% of reviewed documents will point to the President's involvement in furthering the program improvement goals of the college.</p> <p>Activity Schedule: Fall 2020</p> <p>Related Documents: Board Report 2020 template.docx</p>	<p>Reporting Period: Fall 2020 - Spring 2021</p> <p>Conclusion: Criterion Met</p> <p>N=1 or 100% The 2019-2020 annual report, "Forward Focused" was published. In March 2020, our island was forced to confront the unimaginable impact of COVID-19 on our entire community. We realigned our priorities to ensure our programs are responsive to the evolving needs of our island and region. (03/08/2021)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: There were no growth budget implications.</p> <p>Related Documents: 2019-2020 Annual report Re-opening Plan</p>	<p>Use of Summary Result: The annual report is released annually, and among other things, it describes the highlights of the year, reports on performance goals of students and faculty, and provides audited consolidated financial statements. In March 2020, our way of life was transformed significantly by the COVID-19 pandemic. GCC's community of faculty, staff and administrators rose to the call of our mission. We pivoted quickly to online learning and in preparation for the opening of the campus, the college established a Re-Opening Plan that meets the guidelines for health and safety. (03/08/2021)</p> <p>Implementation Status: Resource allocation continues to be tied directly to assessment results. (03/08/2021)</p>
<p>AUO#2 FA2020-SP2021 ISMP - Advancing Workforce Development & Training - AUO#2 FA2020-SP2021 ISMP - Advancing Workforce Development & Training</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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Respond to local and regional occupational needs. Cultivate meaningful partnerships.

AUO#1 FA2020-SP2021 Budget - To provide leadership and direction -
 AUO#1 FA2020-SP2021 Budget - To provide leadership and direction

To provide leadership and direction for the activities of the institution to ensure that the College carries out its Mission while maintaining accreditation.

AUO#1 FA2020-SP2021 Budget - To provide leadership and direction -
 AUO#1 FA2020-SP2021 Budget - To provide leadership and direction

To provide leadership and direction for the activities of the institution to ensure that the College carries out its Mission while maintaining accreditation.

AUO Status: Completed the Assessment Cycle
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.

Document Review - 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.
Criterion (Written in %): 85% of available documents will demonstrate the President's 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.pdf](#)

Reporting Period: Fall 2020 - Spring 2021
Conclusion: Criterion Met
 N=1 or 100% of the College's FY 2022 Budget request to the Board was submitted. (03/08/2021)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: There were no growth budget implications.
Related Documents:
[FY2022 Budget to Board. with NAF.pdf](#)

Use of Summary Result: The college has submitted it's initial budget to the Board of Trustees. Requests for additional funding will be submitted based on program review and the need for additional resources. The college submitted the FY22 Budget Request to the Legislature no later than February 15, 2021 as required by law. (03/08/2021)
Implementation Status: Resource allocation continues to be tied directly to assessment results. (03/08/2021)

AUO#1 FA2022-SP2023 Budget Goal. To provide leadership and direction -

Document Review - The President will allocate resources to address the

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met

Use of Summary Result: The College has submitted its initial

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>AUO#1 FA2022-SP2023 Budget Goal. 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>AUO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 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</p>	<p>needs of the institution. This process included initiatives for adequate funding from the Legislature, as well as internal and external funding sources.</p> <p>Criterion (Written in %): 90% of available documents will demonstrate the President's commitment to sustain the financial viability of the College to ensure a conducive learning and working environment for all College constituents.</p> <p>Activity Schedule: Fall 2022 Related Documents: Board Report 2020 template.pdf</p>	<p>N=1 or 100% of the College's FY2024 Budget Request to the Board was submitted. (03/13/2023) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: There were no growth budget implications. Related Documents: 2024 Budget Request Amended.pdf</p>	<p>budget to the Board of Trustees. Requests for additional funding will be submitted based on program review and the need for additional resources. The College submitted the FY2024 Budget Request to the Legislature no later than February 15, 2023 as required by law. On March 9, 2023 the budget was modified to reflect the projected 22% increase to staff salaries under the Government of Guam General Pay Plan. (03/13/2023)</p> <p>Implementation Status: Resource allocation continues to be tied directly to assessment results. (03/13/2023)</p>
<p>AUO#1 FA2022-SP2023 Budget Goal. To provide leadership and direction - AUO#1 FA2022-SP2023 Budget Goal. 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>AUO#2 FA2022-SP2023 ISMP Goal Five (5). Modernizing and Expanding Infrastructure - AUO#2 FA2022-SP2023 ISMP Goal Five (5). Modernizing and Expanding Infrastructure - Objective 5.1 Expand educational footprint</p> <p>AUO#2 FA2022-SP2023 ISMP Goal Five (5). Modernizing and Expanding Infrastructure - AUO#2 FA2022-SP2023 ISMP Goal Five (5). Modernizing and Expanding</p>	<p>Document Review - Content analysis of available documents will show that the President actively seeks the continuous support of internal and external constituencies in order to</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Met N=1 or 100%. The College continues to modernize and expand its facilities through six (6) Capital Improvement Projects (CIP) all of which are at different stages of</p>	<p>Use of Summary Result: The GCC DNA Forensic Laboratory is 100% complete as of January 2023.</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>Infrastructure - Objective 5.1 Expand educational footprint</p> <p>AUO Status: Currently being assessed</p> <p>Planned Assessment Cycle: Fall 2022 - Spring 2023</p> <p>Start Date: 10/10/2022</p> <p>End Date: 03/13/2023</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: Goals identified and approved by the Board of Trustees, outlined in the ISMP 2020-2026.</p>	<p>fulfill the College's Mission.</p> <p>Criterion (Written in %): 90% of reviewed documents will point to the President's involvement in furthering the program</p> <p>improvement goals of the College.</p> <p>Activity Schedule: Fall 2022</p> <p>Related Documents:</p> <p>Board Report 2020 template.pdf</p>	<p>construction and completion. (03/13/2023)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: There are no growth budget implications.</p> <p>Related Documents:</p> <p>Resolution 1-2019.Additional Funding re Forensic Lab Extension Bldg. formatted.FINAL (1) (1).pdf</p>	<p>GCC's new multipurpose auditorium will provide expanded space to accommodate conferences, public events, and educational events. It will support GCC's award-winning culinary program events. This project is near completion.</p> <p>Upcoming projects are the renovation of Building B to enhance learning environment quality and safety. The new LEED building will double in size (6,000 sq ft) and will provide much needed services for students such as one-stop for IDs, clearances and counseling as well as an open computer lab. The campus security will also be located in the new building. As of February 2023, this project is approx 30% complete. The GCC Wellness Center & Maintenance Building project will house recreational and fitness space and GCC's Maintenance Department offices and warehouse and additional parking. The project is in the process of completing all compliance regulation requirements.</p> <p>The Student Center Canopy is another addition that will add value to GCC's facility, allowing outdoor recreation space for all students and stakeholders despite inclement or harsh weather</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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conditions. This project is over 30% completed as of December 2022.

Located outside GCC's campus is its Workforce Development Center, which will undergo major interior renovations in order to provide a modern and enhanced facility for specified GCC programs. The project design for this renovation is complete and is anticipated to break ground in the following months. (03/13/2023)

Implementation Status: Resource allocation continues to be tied directly to assessment results. (03/13/2023)

Assessment Unit Four Column Report



Office 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>
<p>SLO#1 FA2019-SP2020 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.</p> <p>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: Use and implement results from previous cycle.</p> <p>SLO#1 FA2019-SP2020 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</p>	<p>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 Related Documents: OT survey.PNG</p>	<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: 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) Growth Budget Implications/Effect: Under \$500 Growth Budget Justification: Purchasing updated equipment. Related Documents: FA19 SP20 Program Survey Results.PNG</p>	<p>Use of Summary Result: Continue using best practices in the Office Tech program and update equipment and methodologies as needed. (03/05/2020) Implementation Status: Recommendations from summary result is being implemented. (03/05/2020)</p>

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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will be able to adapt to the technological needs of their respective organizations.

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

SLO#2 FA2019-SP2020 ISMP: Fostering 100% Student-Centered Success - SLO#2 FA2019-SP2020 ISMP#2: Fostering 100% Student-Centered Success
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: 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: Fall 2019
Related Documents: [OT survey.PNG](#)

Reporting Period: Fall 2019 - Spring 2020
Conclusion: Criterion Met
 Out of N=17 students, over 75% have either agreed or strongly agreed that the program fosters 100% Student-Centered Success. (03/04/2020)
Growth Budget Implications/Effect: Under \$500
Growth Budget Justification: Update equipment.
Related Documents: [FA19 SP20 Program Survey Results.PNG](#)

Use of Summary Result: Continue using best practices in the Office Tech program and update equipment and methodologies as needed. (03/05/2020)
Implementation Status: Recommendations from summary result is being implemented. (03/05/2020)

SLO#3 FA2019-SP2020 IDEA#1 Gaining factual knowledge - SLO#3 FA2019-SP2020 IDEA#1 Gaining factual knowledge (terminology, classifications, methods, trends)
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:

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
Related Documents: [OT survey.PNG](#)

Reporting Period: Fall 2019 - Spring 2020
Conclusion: 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)
Growth Budget Implications/Effect: Under \$500
Growth Budget Justification: Update equipment.
Related Documents: [FA19 SP20 Program Survey Results.PNG](#)

Use of Summary Result: Continue using best practices in the Office Tech program and update equipment and methodologies as needed. (03/05/2020)
Implementation Status: Recommendations from summary result is being implemented. (03/05/2020)

<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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Use and implement results from previous cycle.

SLO#3 FA2019-SP2020 IDEA#1

Gaining factual knowledge - SLO#3 FA2019-SP2020 IDEA#1 Gaining factual knowledge (terminology, classifications, methods, trends)

SLO#2 FA2020-SP2021 - Use previously learned skills and information to format and produce various office documents.

SLO#2 FA2020-SP2021 - Use previously learned skills and information to format and produce various office documents.

SLO Status: Completed the Assessment Cycle

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

Historical Assessment Perspective:

Use and implement results from previous cycle.

Directly related to Objective

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Criterion Met
Out of N=7 students, over 75% have either agreed or strongly agreed that they use previously learned skills and information to format and produce various office documents. (03/08/2021)

Growth Budget Implications/Effect: Under \$500

Growth Budget Justification: Continue using best practices in the Office Tech program and update equipment and methodologies as needed.

Related Documents:

[OT Program FA20-SP21 Results.PNG](#)

Use of Summary Result: Continue using best practices in the Office Tech program and update equipment and methodologies as needed. (03/08/2021)

Implementation Status:

Recommendations from the summary results are being implemented. (03/08/2021)

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: Spring 2021

Related Documents:

[OT Program FA20-SP21 Results.PNG](#)

SLO#2 FA2020-SP2021 ISMP # 2 - Fostering 100% Student-Centered Success

SLO Status: Completed the

Student Satisfaction Survey -

Students will complete a five question satisfaction survey.
Criterion (Written in %): 75% of

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Criterion Met
Out of N=7 students, over 75% have either agreed or strongly agreed that the Office Technology program is

Use of Summary Result: Continue using best practices in the Office Tech program and update equipment and methodologies as

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>Assessment Cycle 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 Historical Assessment Perspective: Use and implement results from previous cycle. SLO#2 FA2020-SP2021 ISMP # 2 - Fostering 100% Student-Centered Success</p>	<p>students taking the survey will agree that the Office Technology program has met the ISMP goal. Activity Schedule: Spring 2021</p>	<p>fostering 100% Student-Centered Success. (03/08/2021) Growth Budget Implications/Effect: Under \$500 Growth Budget Justification: Continue using best practices in the Office Tech program and update equipment and methodologies as needed. Related Documents: OT Program FA20-SP21 Results.PNG</p>	<p>needed (03/08/2021) Implementation Status: Recommendations from the summary results are being implemented. (03/08/2021)</p>
<p>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</p>	<p>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</p>	<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Met Out of N=7 students, over 75% have either agreed or strongly agreed that are developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. (03/08/2021) Growth Budget Implications/Effect: Under \$500 Growth Budget Justification: Continue using best practices in the Office Tech program and update equipment and methodologies as needed. Related Documents: OT Program FA20-SP21 Results.PNG</p>	<p>Use of Summary Result: Continue using best practices in the Office Tech program and update equipment and methodologies as needed. (03/08/2021) Implementation Status: Will use budget to continually update our equipment to latest technology, which will keep students abreast with industry practice and standards. (11/08/2022) Implementation Status: 2. Recommendations from the summary results are being implemented. (03/08/2021)</p>
<p>FA2021-SP2022 CURRICULUM REVIEW - FA2021-SP2022 CURRICULUM REVIEW SLO Status: Curriculum Review</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

Historical Assessment Perspective:

Program will be under curriculum
review this year.

FA2021-SP2022 CURRICULUM

REVIEW - FA2021-SP2022

CURRICULUM REVIEW

FA2022-SP2023 CURRICULUM

REVIEW - FA2022-SP2023

CURRICULUM REVIEW

FA2022-SP2023 CURRICULUM

REVIEW - FA2022-SP2023

CURRICULUM REVIEW

SLO Status: Curriculum Review

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

Program will be under curriculum
review this year.

Assessment Unit Four Column Report



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>#1 FA2020 - SP2021 Budget Goal - Sustaining Facility Operations - AUO#1 FA2020-SP2021 Development of a process improvement plan to effectively conduct Preventive Maintenance & Inspection (PM&Is) in a timely manner. AUO Status: Completed the Assessment Cycle 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: Additional personnel to address campus expansion and lengthy military deployment of existing employees should be addressed to implement an effective PM&I. The Preventive Maintenance Checklist (PMC) was created and updated to ensure assessment is accomplished regularly.</p> <p>PM&I has been assigned to the maintenance specialist and scheduled to cover all buildings and exterior facilities (e.g., fence,</p>	<p>Work Request Log - The work request log (PM&I Log) will list buildings, the date of scheduled assessment, and the date the PM&I was completed. Criterion (Written in %): 100% of buildings would have a preventative maintenance and inspections performed. Activity Schedule: Fall 2020 Related Documents: AC PM.pdf Preventive Maintenance Checklist 6JUL20 V15.pdf FY 20 PM completion.xlsx</p>	<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Not Met N= 21 (Facilities PMI list) Out of 21 PMI areas, 14 buildings (or 76.19%) have completed PMIs. N=20 (HVAC PMI List) Out of 20 HVAC PMI areas, 0 (0%) have been completed. (03/02/2021) Growth Budget Implications/Effect: Over \$5,000 Growth Budget Justification: The need to grow the F&M Team is essential in ensuring the sustained operation of the college. Additional staff is needed to support the growing footprint of the GCC campus.</p>	<p>Use of Summary Result: The data supports the need for additional facility maintenance workers and HVAC mechanics. The addition of the Forensic DNA Lab, Bldg. 300, Bldg. B renovation, and the Wellness Center reinforce the need to grow the Facilities Team in order to adequately maintain these upcoming facilities. (03/02/2021)</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>
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ponding basin, firing range, 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

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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the primary focus.

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.

#1 FA2020 - SP2021 Budget Goal - Sustaining Facility Operations -

AUO#1 FA2020-SP2021 Development of a process improvement plan to effectively conduct Preventive Maintenance & Inspection (PM&Is) in a timely manner.

2 FA2020 - SP2021 ISMP (G4) Optimizing Resources - AUO#2

FA2020-SP2021 Thoroughly conduct Facility & Maintenance Work Order Quality Control

2 FA2020 - SP2021 ISMP (G4) Optimizing Resources - AUO#2

FA2020-SP2021 Thoroughly conduct Facility & Maintenance Work Order Quality Control

AUO Status: Completed the Assessment Cycle

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

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

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Criterion Met
N=90 (Out of 276 closed work orders, 90 were Quality Controlled)

100% of Work Orders that were Quality Controlled were given a above satisfactory rating.

It must be noted that at the middle of the assessment cycle, P&D had decided to enhance the QC process by simply giving a pass or fail grade (yes or no) to specified work orders . It is assumed that WOs that received a "pass" or "yes" have meet or exceed the above satisfactory rating. (03/02/2021)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: n/a

Use of Summary Result: P&D will continue to improve its overall process and ensure quality workmanship when completing work orders. (03/02/2021)

Administrative Unit Outcomes (AUOs)

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

Use of Summary Results

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 addressed by the F&M staff.

Goal 4: Optimizing Resources
Objective 4.3 Provide employee professional development
Objective 4.5 Cultivate team building

Related Documents:

[QC WORK ORDERS \(1\).pdf](#)

#3 FA2020 - SP2020: ISMP (G5) Modernizing and Expanding Infrastructure - AUO#3 FA2020-SP2021 Management of Capital Improvement Projects
AUO Status: Completed the Assessment Cycle
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

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:

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Criterion Met
AC Capital Improvement Project is 100% complete N=7 (CIP Projects). Out of 7 CIP Projects, all are in line with the progress schedule established (100%). (03/02/2021)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: n/a

Use of Summary Result: P&D will continue to meet the established baseline of completing 90% of CIPs within the progress schedule. (03/02/2021)

Implementation Status: P&D will continue to seek improvements to the CIP process. (03/13/2023)

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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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.

[Sample CIP Timeline AUO#3.pdf](#)
[CIP TRACKER.docx](#)

Goal 5: Modernizing and Expanding Infrastructure and Technology
 Objective 5.2 Ensure robust technology
 Objective 5.3 Provide access to sustainable facilities

#3 FA2020 - SP2020: ISMP (G5)
Modernizing and Expanding Infrastructure - AUO#3 FA2020-SP2021 Management of Capital Improvement Projects

AUO#1 FA2022-SP2023 ISMP (G2)- Fostering 100% Student Success - AUO#1 FA2022-SP2023 ISMP - Goal 2, Objective 2.2: Conduct a facilities survey in the fall to determine the level of student satisfaction.

AUO#1 FA2022-SP2023 ISMP (G2)- Fostering 100% Student Success - AUO#1 FA2022-SP2023 ISMP - Goal 2, Objective 2.2: Conduct a facilities survey in the fall to determine the level of student satisfaction.

AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

Student Satisfaction Survey - Online student survey gauging student facilities needs on campus and their overall satisfaction with GCC facilities.

Criterion (Written in %): 80% of the students will be satisfied with the facilities on campus (response rate from students)

Activity Schedule: Bi annual to cover both semesters within the yearly cycle

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met
 N=226

A total of 1,685 surveys were sent out to students.

70% Satisfied with facilities
 83% Satisfied with Information System and Easy Access to Website
 28% Satisfied with parking on campus
 58% Satisfied with maintenance of buildings and grounds
 73% Satisfied with cleanliness of buildings and grounds
 70% Satisfied with bookstore hours

Use of Summary Result: The result will be a baseline to determine the relationship with the Budget assessment outcome. Moreover, to strategize funding to support the improvement of the facilities. (03/13/2023)

Implementation Status: The data will be analyzed further by categories (plumbing, electrical, misc., carpentry, and air

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>National Certification: N/A</p> <p>Historical Assessment Perspective: The survey will provide baseline data on the level of satisfaction with the facilities in addition to identifying student needs in services and experience at GCC. Moreover, the information will be incorporated in the ISMP report.</p>	<p>Related Documents: FA22 GCC Facilities Survey .pdf</p> <p>Student Satisfaction Survey - Students will be emailed the Facilities Survey to complete a ten (10) question survey with a 5-point Likert scale. Criterion (Written in %): 80% of the students will indicate an overall satisfaction with GCC's facilities Activity Schedule: The survey will be emailed during fall 2022.</p>	<p>47% Satisfied with wireless access on campus 83% Satisfied with library hours 72% Satisfied with overall infrastructure of college 83% Satisfied with overall level of service and experience at GCC (03/13/2023)</p> <p>Growth Budget Implications/Effect: Over \$500 Growth Budget Justification: Facilities had been operating in a reactive mode in addition to losing two Maintenance Supervisors in less than two years. The search is still active. F&M needs to take steps to restore some of the assets to operational condition and strategize in developing a preventive maintenance program. Plumbing had been slow to repair due to parts and expertise. A search to hire a plumber is active however, obtaining a contract for one year to repair many of the plumbing issues is a move toward establishing preventive maintenance in this area. The contractual spending will deliver a significant return on the investment.</p> <p>Related Documents: 1.1.1 FA 2022 Facilities Survey Analysis_1.1.1.pdf 1.1.1 FA22 Facilities Customer Satisfaction Survey Outcome.pdf</p>	<p>conditioning). P&D will strategize and prioritize where the gaps are to ensure students are satisfied with the facilities. (03/13/2023)</p>
<p>AUO#2 FA2022-SP2023 Budget Goal - Improve the efficiency of the Facility's operation - To efficiently and effectively address work orders within three (3) business days. AUO Status: Currently being assessed Planned Assessment Cycle: Fall 2022</p>	<p>Work Request Log - The Planning and Development Dept. will utilize the Emaint Work Order Program to develop reports related to work order completion and other vital information for this activity. Criterion (Written in %): 80% of</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Issues Found N=131 100% of the Work Orders were processed within 3 working days. Only 48% were closed or completed within 5 days (03/13/2023) Growth Budget Implications/Effect: Over \$500</p>	<p>Use of Summary Result: Further investigation to identify challenges in closing the Work Orders. Seek funding for contractual work to assist in closing WOs. (03/13/2023)</p>

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>- Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: Goal 4: Optimizing Resources</p> <p>AUO#2 FA2022-SP2023 Budget Goal - Improve the efficiency of the Facility's operation - To efficiently and effectively address work orders within three (3) business days.</p>	<p>work orders were addressed within 3 working days and closed within 5 working days. Activity Schedule: Analyze Quarterly data from Emaint database and Employee Dashboard Related Documents: August WO Dates.pdf</p>	<p>Growth Budget Justification: The issue found is that there are two criteria. On the one hand, we met the criterion, and on the other, we didn't meet the five days criterion to complete the WO. Related Documents: Percentage of August WO-Outcome.pdf</p>	<p>Implementation Status: P&D will further analyze and prioritize the category (plumbing, electrical, misc., carpentry, and air conditioning) in need of funding to ensure WOs are closed within five working days. (03/13/2023)</p>
<p>AUO#3 FA2022-SP2023 - ISMP (G5) Management of Capital Improvement Projects - AUO#3 FA2022-SP2023 - ISMP Goal 5, Objective 5.3. Solicit and collect proposals for CIP23 for approval. AUO Status: Currently being assessed Planned Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: GCC continues to tackle major and minor CIP Projects on a yearly basis and is committed to completing projects on time. However, past experience has provided evidence that improvements in the process of completing these projects are needed to ensure timely completion.</p> <p>AUO#3 FA2022-SP2023 - ISMP (G5)</p>	<p>Financial/Budget Review and/or Audit Report - We will utilize schedule of values and payment applications to gauge the progress of individual CIP projects as it relates to each project CPM chart detailing major project timelines. Criterion (Written in %): 80% of the proposed projects will be funded and completed by the end of the fiscal year. Activity Schedule: Monthly basis Related Documents: PROPOSED CIP 2023_3.2.2022.pdf</p>	<p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Not Met Only 54.5% of proposed projects have been funded (6 out of 11). Project SOW and Bid docs are currently being worked on. (03/13/2023) Growth Budget Implications/Effect: Over \$5,000 Growth Budget Justification: More funding needs to be identified to support much needed Capital Improvement Projects on campus to support student needs and to sustain campus operations and safety.</p> <hr/> <p>Reporting Period: Fall 2022 - Spring 2023 Conclusion: Criterion Met N=7 100% of the proposed CIP23 projects were funded using CARES funding (03/13/2023) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: No growth impact Related Documents: Funded CIP FY'23.pdf</p>	<p>Use of Summary Result: This will be used to provide evidence on the need for funding sources, whether be through grants, revenue generation, diversifying revenue streams in order to support CIP Projects that sustain, modernize and keep our campus safe and code compliant. (03/13/2023) Implementation Status: Identify funding sources to support the CIP projects (03/13/2023)</p> <hr/> <p>Use of Summary Result: The department will improve its assessment in regard to the CIP projects, as the current criterion depends on the availability of funds. (03/13/2023) Implementation Status: Proposed to change the assessment of the CIP process. (03/13/2023)</p>

*Administrative Unit
Outcomes (AUOs)*

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

Use of Summary Results

Management of Capital

Improvement Projects - AUO#3
FA2022-SP2023 - ISMP Goal 5,
Objective 5.3. Solicit and collect
proposals for CIP23 for approval.

Assessment Unit Four Column Report



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>#1 Budget Goal - Enhanced Energy Efficiency and Renewable Energy Use - AUO#1 FA2020 - SP2021 Continue to integrate energy savings technology and renewable energy systems to reduce the college's energy consumption. AUO Status: Completed the Assessment Cycle 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 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</p>	<p>Observations - 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. Criterion (Written in %): 5% in energy reduction campus-wide will be expected through the integration of renewable energy and energy savings systems. Activity Schedule: Fall 2020 Related Documents: 2020 Energy Database GCC (PDF).pdf AUO1 Summary of Results (2021).docx</p>	<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Met N=16 buildings total</p> <p>100% of buildings were able to meet their 5% energy reduction goal. Average energy savings during the assessment was approximately 21.27% for the entirety of the campus facility (16 buildings)! This exceeded our goal, however, many variables must be considered in this drastic decrease in energy usage such as with campus lockdown and limited usage of the campus facilities due to COVID19 restrictions. (03/02/2021) Growth Budget Implications/Effect: Over \$5,000 Growth Budget Justification: Although there are many variables to consider when it comes to energy savings, it is clear that the investing and integrating more renewable energy and energy savings technologies can help the college cut on operational cost and save the government much needed money. Related Documents: AUO1 Summary of Results (2021).docx</p>	<p>Use of Summary Result: The data will be used to justify the continuous support for investing and integrating energy savings technologies on our campus to sustain operations and conserve natural resources at the same time. More in-depth analysis needs to be done in the future with regard to analyzing each building individually to better understand how these technologies truly affect each building. (03/02/2021) Implementation Status: We currently have a database that analyzes each GCC building and allows us to see the performance of each building with regard to energy usage and efficiency. This has allowed us to better analyze areas of (energy usage/efficiency) underperformance which we currently identify through this database. (04/06/2021)</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>
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will result in government savings and 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.

#1 Budget Goal - Enhanced Energy Efficiency and Renewable Energy Use

- AUO#1 FA2020 - SP2021 Continue to integrate energy savings technology and renewable energy systems to reduce the college's energy consumption.

#2 ISMP Leveraging Transformational Engagement and Governance -

AUO#2 FA2020-SP2021 Reduce the use of single use plastics (i.e. disposable plastics bottles, containers, bags,etc...) on our campus.

#2 ISMP Leveraging Transformational Engagement and Governance -

AUO#2 FA2020-SP2021 Reduce the use of single use plastics (i.e. disposable plastics bottles, containers, bags,etc...) on our campus.

AUO Status: Completed the Assessment Cycle

Planned Assessment Cycle: Fall 2020 - Spring 2021

Start Date: 10/12/2020

End Date: 03/08/2021

Activity audit - 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...

Criterion (Written in %): Reduction of plastic usage on campus by 20%

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Issues Found

The data for this AUO has been moot due to Guam's existing issue with its ability to source a receiver who will accept Guam's plastic #1 and #2 for recycling. There has been no receivership identified for several months and Guam currently does not recycle specified plastic material. As a result, GCC recently changed its procedures to treat recyclable plastics like regular waste. Therefore, plastics have been thrown in the trash for the last several months and data has not been collected. (03/02/2021)

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

Use of Summary Result: Due to the issues with Guam identifying a receivership for plastic recyclables and the island unable to send off these materials off-island, it provides an opportunity for the college to take it an extra step further by banning or reducing the use of single use plastic containers by 90%. Instead of recycling, the college will focus on reducing and reusing as a means to alleviate the

Administrative Unit Outcomes (AUOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: 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>using year over year plastic recycling data. Activity Schedule: Fall 2020 Related Documents: FY18-19 Annual Report - P&D Sustainability.pdf</p>	<p>Growth Budget Justification: Ban plastics on campus and promote eco friendly alternatives. Establish more water bottle filling stations around campus and promote reusable bottles.</p>	<p>potential issues that will be experienced by out landfill. (03/02/2021) Implementation Status: GCC is currently working on procuring eco-friendly reusable tote bags to eliminate the use of single use plastic containers at the bookstore, etc... A survey will be develop to further obtain support for this initiative. (04/06/2021)</p>
<p>#3 Track and Monitor Progress of ISMP - AUO#3 FA2020-SP2021 Ensure each GCC Department/Division/Program satisfies at least one ISMP Goal through campus-wide assessments on Nuventive Improve and ensure alignment of activities with ISMP Goals and Objectives (2020-2026 ISMP)</p> <p>AUO Status: Completed the Assessment Cycle 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.</p>	<p>Other (indicate the specific tool in the Method field/box) - The Nuventive Improve TracDat program (through AIER) will help track the progress of the ISMP plan for this 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 AUO 3 Summary of Results FA20 SP21.docx</p>	<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Not Met N=69 (Assessment Authors/Areas based on AUO Groups) Approximately 62% of the 69 Assessment Areas (College Wide) identified an ISMP Goal in their college assessments. It must be noted that proper alignment of assessment activities with ISMP goals is essential. Evidence suggest that further enhancement in the Assessment process related to ISMP activities need to be improved in order for Author's to be better align their activities. (03/02/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: None Related Documents: AUO 3 Summary of Results FA20 SP21.docx</p>	<p>Use of Summary Result: The results from the assessment will be utilized to improve the process in which assessment authors align and progress with ISMP Goals and to ensure data collected will be utilized for accreditation purposes. (03/02/2021) Implementation Status: An updated guideline for AUO/SLO#2 for ISMP related assessment activities has been developed and is being reviewed by CCA in hopes to have it approved as an official procedure. I believe with the implementation of this guideline, Assessment Authors will better align their assessment activities with ISMP related Goals and Objectives. (04/06/2021)</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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#3 Track and Monitor Progress of

ISMP - AUO#3 FA2020-SP2021 Ensure each GCC Department/Division/Program satisfies at least one ISMP Goal through campus-wide assessments on Nuventive Improve and ensure alignment of activities with ISMP Goals and Objectives (2020-2026 ISMP)

ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology

ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology

Administrative Unit Outcomes (AUOs)

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

Use of Summary Results

Historical Assessment Perspective:

Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.

AUO#1 FA2022 - SP2023 Reduction in Operation Cost related to Energy Usage and Renewable Energy Integration in GCC Facilities -

Integrating 100 kilowatts of photovoltaic technologies that will ultimately reduce the college's operational cost related to its energy use and clean energy production. Collect monthly data on electricity consumption with close attention to photovoltaic production.

AUO Status: Currently being assessed

Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

The College continues to expand its physical footprint and as such will require additional space that will need more energy. It is our intention that new facilities and renovations of buildings utilize resources efficiently (i.e. water, energy, etc...) as to lower operation cost and minimize resource use. Investing in renewable energy has resulted in the college saving on average over \$60,000 dollars on utility cost. It continues to be an

Document Review - GCC will utilize its energy database and renewable energy database to measure the effectiveness of these technologies offsetting GCC energy usage.

Criterion (Written in %): At least 10% in energy reduction will be expected in specified buildings integrating renewable energy systems.

Activity Schedule: FALL 2022

Related Documents:

[Energy- Power Database as of 2020 \(2\).xlsx](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met

Unfortunately due to unforeseen procurement related issues that the awarded contractor for the solar project was not able to meet, the 100 kilowatt solar bid had to be reissued. This pushed back the original completion schedule dramatically. (03/13/2023)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: N/A

Related Documents:

[Renewable Energy Assessment 22-23 Related documents.pdf](#)

Use of Summary Result: Should the project be completed, the result would have been used to justify the integration of more renewable energy production on campus facilities. (03/13/2023)

Implementation Status: The bid for the 100 Kilowatt PV system project had been reissued at the beginning of the year (23) and another contractor has been awarded since. The project is scheduled to start in April 2023 and completed by September 2023. GCC can expect to see a 10% reduction in energy use when the project is officially commissioned. Please see GCC Renewable Energy database (PDF) for reference on pending PV Projects. (05/12/2023)

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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effective technology in offsetting a percentage of the college's energy needs with minimal maintenance. Energy cost continue to rise, so it is in the college's best interest to produce clean energy onsite as to offset cost from traditional non-renewable sources.

AUO#1 FA2022 - SP2023 Reduction in Operation Cost related to Energy Usage and Renewable Energy Integration in GCC Facilities -

Integrating 100 kilowatts of photovoltaic technologies that will ultimately reduce the college's operational cost related to its energy use and clean energy production. Collect monthly data on electricity consumption with close attention to photovoltaic production.

AUO#1 FA2022-SP2023 Enhance GCC's Waste Diversion Efforts -
Reduction of Single Use Plastic Waste Generated on Campus

AUO#1 FA2022-SP2023 Enhance GCC's Waste Diversion Efforts -
Reduction of Single Use Plastic Waste Generated on Campus

AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022
End Date: 03/13/2023

Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective:
There are no companies or contractors that provide service for pick up and drop off of plastic

Document Review - GCC will utilize its waste diversion database and water bottle filling usage database to gauge the colleges waste generation and need for more Water Filling Stations on campus
Criterion (Written in %): Reduce single plastic material from being used and disposed of on campus by 35% or 30,000 single use plastics.
Activity Schedule: FALL 2022

Related Documents:
[Plastic Data Assessment Year 22-23 related items \(pre assessment\).pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
N=0 (This is the first time we are presenting data associated with the implementation of water bottle filling stations). Since October 2022 to March 2023 a total of approximately 33,871 x 12 ounce plastic bottles have been saved as a result of the several water bottle filling stations. (03/13/2023)

Growth Budget Implications/Effect: Over \$5,000
Growth Budget Justification: The evidence is in the increased use of the various water bottle filling stations on campus that students and campus community utilizes for drinking instead of buying single use plastic bottles. Adding more WBFS will only reduce the amount of plastics that we

Use of Summary Result: The 33,871 (12 ounce bottles) being saved as a result of the water bottle filling stations strongly support the need to integrate more water bottle filling stations on campus to reduce single use plastic materials. (03/13/2023)
Implementation Status: Integrate more water bottle filling stations in areas of high student and employee traffic (foot traffic) to reduce single plastic material usage. (05/12/2023)

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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recyclable material to appropriate facilities on island. Additionally, plastics are no longer being recycled on Guam since 2019. It is just not economically viable and they will ultimately end up in the landfill. We need to move away from these materials and promote more environmentally friendly alternatives to include banning single use plastics on our campus.

use and dispose of on campus.

Related Documents:
[22-23 Plastic Bottle Data - Assessment.pdf](#)

AUO #3 FA2022-SP2023 Enhance Culture of Sustainability on Campus - Engage the GCC Community with Sustainability Education through classroom presentations and demonstrations
AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: The GCC Sustainability Office has held several Sustainability Programs in the past but have been stagnant for 2 years due to the COVID19 Pandemic. However, the Office wants to bring back their highly engaging and interactive Sustainable Technologies and Environmental Education Program (STEEP) to effectively educate and raise student awareness about sustainability technologies, careers, technical skills train, etc...
AUO #3 FA2022-SP2023 Enhance

Student Satisfaction Survey - A End of Program will be administered to all students who enrolled on the STEEP Program to gauge the effectiveness of the program, improvements needed and overall satisfaction of the program.
Criterion (Written in %): 30 secondary students will participate in the program and 80% will be satisfied with the program.
Activity Schedule: FALL 2022
Related Documents:
[STEEP Sample Survey Results.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Not Met
 N=30 The STEEP Program is not delivered due to insufficient preparation and budget. (03/13/2023)
Growth Budget Implications/Effect: Over \$5,000
Growth Budget Justification: From past experience it is very difficult to develop and coordinate an entire program without allocated funds and the assistance of additional personnel for planning, coordination, logistics, etc. This is why it is important to have solid funding for programs like this.

Use of Summary Result: The results will be used to justify the need for more funding for personnel not only for these programs but for the overall operation of P&D. (03/13/2023)
Implementation Status: Advance preparation and budget allocation to continue with the STEEP Program. (05/12/2023)

<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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Culture of Sustainability on Campus -

Engage the GCC Community with Sustainability Education through classroom presentations and demonstrations

Assessment Unit Four Column Report



Practical Nursing AS

<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>SLO #3 FA2019-SP2020 - Safe and Effective Care - SLO #3 FA2019-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.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: The National Council Licensure Examination for Practical Nurses (NCLEX-PN exam).</p> <p>Historical Assessment Perspective: Practical Nursing Certificate program has been changed to an Associate of Science in Practical Nursing.</p> <p>SLO #3 FA2019-SP2020 - Safe and Effective Care - SLO #3 FA2019-SP2020 - Upon successful completion of this program, students will be able to: Employ evidence-based decision making to deliver safe and effective</p>	<p>Other (indicate the specific tool in the Method field/box) - Students 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.</p> <p>Criterion (Written in %): 100% of students will score 85% or greater on the Nursing Care Plan, to ensure safe and effective patient care.</p> <p>Activity Schedule: Fall 2019.</p> <p>Related Documents: Nursing Care Plan.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met</p> <p>N=19, 19 out of 19 students scored 85% or greater on the Nursing Care Plan. (05/17/2021)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: None</p>	<p>Use of Summary Result: Criterion has been met. The department does not see a reason to change the tool because the Nursing Care Plan is utilized to assess students knowledge and critical thinking skills related to implementing safe quality care in a healthcare clinical setting. (05/17/2021)</p> <p>Implementation Status: The department will continue to utilize the Nursing Care Plan rubric because its still currently used in the healthcare setting. (05/17/2021)</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

client care and to evaluate client outcomes.

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 #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: 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: 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.

Skills proficiency checklist - A nursing skills checklist will be utilized to evaluate student proficiency in removing Personal Protective Equipment (PPEs).

Criterion (Written in %): 100% of students will demonstrate skills proficiency in removing PPEs.

Activity Schedule: Fall 2019

Related Documents:

[Removing PPEs.pdf](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met
N= 19, 19 out of 19 or 100% of students properly demonstrated skills proficiency in removing PPEs. (05/17/2021)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: None

Use of Summary Result: The department does not recommend any changes to the criteria because the skills checklist rubric currently assesses the proficiency of the students knowledge on the required skills on the proper removal of PPEs. (05/18/2021)

Implementation Status: Will continue to utilize current skills checklist. However, will update and revise checklist to reflect healthcare standards as needed. (05/18/2021)

SLO #2 FA2019-SP2020 ISMP- Student-Centered Success - SLO #2

Faculty-developed tests - Students will complete a 100 question faculty

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Issues Found

Use of Summary Result: Due to SARS COVID-19 the faculty were

<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>FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success 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: 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. SLO #2 FA2019-SP2020 ISMP- Student-Centered Success - SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success</p>	<p>developed NCLEX-PN exam. Criterion (Written in %): 90% of students will score a 90% or higher on the faculty developed exam. Activity Schedule: Fall 2019 Related Documents: PN Ncelx Style NU110 Final Test.pdf</p>	<p>N=19, 0 out of 19 students, or NO students took the exam due to SARS COVID-19. No related documents/data were collected during this time. (05/18/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: None</p>	<p>not able to provide students a secured method to take the NCLEX-PN exam. (05/18/2021) Implementation Status: Testing will resume after the SARS COVID-19 issues are resolved or secure testing method are identified. (05/18/2021)</p>
<hr/>			
<p>Curriculum Review - Curriculum Review</p>			
<p>Curriculum Review - Curriculum Review SLO Status: Curriculum Review Planned Assessment Cycle: Fall 2021 - Spring 2022 Start Date: 10/12/2021 End Date: 03/14/2022 Program Level SLO Industry National Certification: N/A Type of Industry National Certification: . Historical Assessment Perspective: .</p>			
<p>FA2022-SP2023-Curriculum Review - FA2022-SP2023-Curriculum Review</p>			

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022

- Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: .

Historical Assessment Perspective:

Curriculum Review

FA2022-SP2023-Curriculum Review -

FA2022-SP2023-Curriculum Review

Assessment Unit Four Column Report



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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-
 Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-
 Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020
 IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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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.

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.

Assessment Unit Four Column Report



Pre-Architectural Drafting AS

<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>SLO #2 SP2021-FA2021 ISMP- Advancing Workforce Development and Training - SLO #2 SP2021-FA2021 ISMP ISMP-Advancing Workforce Development and Training SLO Status: Completed the Assessment Cycle Planned Assessment Cycle: Spring 2021 - Fall 2021 Start Date: 03/08/2021 End Date: 10/11/2021 Program Level SLO Industry National Certification: N/A Type of Industry National Certification: Associate degree in Engineering Historical Assessment Perspective: Workforce Development</p> <p>SLO #2 SP2021-FA2021 ISMP- Advancing Workforce Development and Training - SLO #2 SP2021-FA2021 ISMP ISMP-Advancing Workforce Development and Training</p>	<p>Course Projects - Students will demonstrate proficiency by correctly reading a Blueprint Criterion (Written in %): 100% of students will pass a test of no more than 10 questions related to Blueprint Activity Schedule: Spring 2021 Related Documents: blueprint mid Part II.pdf</p>		
<p>SLO #3 SP2021-FA2021 IDEA- Developing a clearer understanding of, and commitment to, personal values - SLO #3 SP2021-FA2021 IDEA-</p>			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Developing a clearer understanding of, and commitment to, personal values

SLO #3 SP2021-FA2021 IDEA- Developing a clearer understanding of, and commitment to, personal values - SLO #3 SP2021-FA2021 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO Status: Completed the Assessment Cycle

Planned Assessment Cycle: Spring 2021 - Fall 2021

Start Date: 03/08/2021

End Date: 10/11/2021

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: Associate Degree

Historical Assessment Perspective: Workforce development

Skills proficiency checklist - Ethics evaluation Test

Criterion (Written in %): 100% of students will demonstrate the understanding of Ethics and Ethical violations

Activity Schedule: Spring 2021

Related Documents:

[Ethics concerns that might arise while at work.pdf](#)

SLO #1 SP2021-FA2021 Commercial and Residential Buildings - SLO #1 SP2021-FA2021 Commercial and Residential Buildings

Upon successful completion of the program, students will be able to demonstrate knowledge and skills needed to design and draft projects ranging from two to three dimensional designs for commercial and residential buildings.

SLO Status: Completed the Assessment Cycle

Planned Assessment Cycle: Spring 2021 - Fall 2021

Start Date: 03/08/2021

End Date: 10/11/2021

Activity audit - Blueprint and Isometric rendering

Criterion (Written in %): 100% of student will demonstrate the difference between a Blueprint and Isometric rendering

Activity Schedule: Spring 2021

Related Documents:

[blueprint mid Part II.pdf](#)

*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: Yes

Type of Industry National

Certification: NCRC

Historical Assessment Perspective:

The assessment cycle will demonstrate program need.

SLO #1 SP2021-FA2021 Commercial and Residential Buildings - SLO #1

SP2021-FA2021 Commercial and Residential Buildings

Upon successful completion of the program, students will be able to demonstrate knowledge and skills needed to design and draft projects ranging from two to three dimensional designs for commercial and residential buildings.

FA2022-SP2023 CURRICULUM

REVIEW - FA2022-SP2023

CURRICULUM REVIEW

FA2022-SP2023 CURRICULUM

REVIEW - FA2022-SP2023

CURRICULUM REVIEW

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022

- Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: Yes

Type of Industry National

Certification: FA2022-SP2023

CURRICULUM REVIEW

Historical Assessment Perspective:

FA2022-SP2023 CURRICULUM REVIEW

Assessment Unit Four Column Report



Program - SAMPLE

<i>Outcomes Description</i>	<i>Artifact/Instrument/Rubric /Method/Tool Description (N=?)</i>	<i>Data Collection Status/Summary of Results</i>	<i>Use of Summary Results</i>
CULINARY FUNDAMENTALS - Apply culinary fundamentals in the preparation of a variety of food products.			
Culinary & Pastry Fundamentals - Upon completion of this program, students will be able to apply culinary and baking and pastry fundamentals in the preparation of a variety of food products.			

Assessment Unit Four Column Report



Reach for College

<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>SLO #2 ISMP GOAL 2: Fostering 100% Student-Centered Success - SLO #2 ISMP GOAL 2: Fostering 100% Student-Centered Success SLO Status: Completed the Assessment Cycle Planned Assessment Cycle: Fall 2019 - Spring 2020 Start Date: 10/14/2019 End Date: 03/09/2020 Historical Assessment Perspective: Reach for College plans to continue implementing innovative activities to bring students from high schools and middle schools to GCC.</p>	<p>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 add GCC's Federal School Code. Activity Schedule: Fall 2019 Related Documents: rfc_secondary_application_0.pdf Evaluation Form (FAFSA).pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: Criterion Met According to Reach for College's survey, there n=26 high school students who completed the survey from JFK and Southern High School. There were n=11 (42.3%) who indicated "Strongly Agree" and n=10 (38.5%) "Agree" that they understand how to complete the FAFSA application. Although there were only 26 students who completed the survey, it must be noted that 44 new GCC students who graduated from JFK and SHS in 2019, applied for financial aid and attended GCC in fall 2019. (04/13/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: None Related Documents: AY2019-2020 RFC FAFSA Workshop.pdf</p>	<p>Use of Summary Result: In AY2021-2022, RFC will conduct working FAFSA sessions with high school students during the fall semester and in the spring semester RFC will return to the high school and conduct onsite registration. Through this initiative RFC will have the ability to assist high school with GCC's enrollment and registration process. (04/13/2021) Implementation Status: Due to the COVID-19 pandemic, the implementation of the summary result is scheduled to begin in fall 2021. (04/13/2021)</p>
<p>SLO #2 ISMP GOAL 2: Fostering 100% Student-Centered Success - SLO #2 ISMP GOAL 2: Fostering 100% Student-Centered Success</p>			
<p>SLO#1: Recruitment-Enrollment Process - SLO#1: Recruitment-Enrollment Process</p>	<p>Presentations - RFC presentation survey Criterion (Written in %): 50% of</p>	<p>Reporting Period: Fall 2019 - Spring 2020 Conclusion: Criterion Met Reach for College (RFC) conducted presentations at 3 local</p>	<p>Use of Summary Result: Based on the results, in AY2021-2022 RFC will conduct informational</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>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Historical Assessment Perspective: .</p>	<p>students will be knowledgeable about GCC's application process.</p> <p>Activity Schedule: Fall 2019 - Spring 2020 outreach presentation.</p> <p>Related Documents: Evaluation Form (PRESENTATION).pdf</p>	<p>high schools (JFK, Southern High School (SHS), Tiyan) for AY2019-2020. There were a total of N=252 students who attended the presentation; 128 students from JFK, 83 from SHS, and 41 from Tiyan. N=74 (29.4%) students indicated "Strongly Agree" and N=80 (31.7%) "Agree" that they were knowledgeable of the GCC's application process. (04/12/2021)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: None</p> <p>Related Documents: AY2019-2020 RFC Presentation Assessment.pdf</p>	<p>presentations to the various high schools in the fall semester and in the spring semester RFC will conduct onsite registration to graduating seniors. This initiative is to increase GCC postsecondary enrollment and to provide onsite assistance to students. (04/13/2021)</p> <p>Implementation Status: Due to the COVID-19 pandemic, the implementation of the summary result is scheduled to begin in fall 2021. (04/13/2021)</p>

Assessment Unit Four Column Report



Sign Language Interpreting Certificate

<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>SLO#1 FA2019-SP2020 - Upon successful completion of the Certificate in Sign Language Interpreting Certificate students will be able to:</p> <p>Demonstrate effective communication skills using American Sign Language (ASL).</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>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.</p> <p>SLO#1 FA2019-SP2020 - Upon</p>			

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

successful completion of the
Certificate in Sign Language
Interpreting Certificate students will
be able to:
Demonstrate effective
communication skills using American
Sign Language (ASL).

FA2021-SP2022 Curriculum Review -
Curriculum Review

FA2021-SP2022 Curriculum Review -
Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021
- Spring 2022

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

**Type of Industry National
Certification:** .

Historical Assessment Perspective: .

FA2022-SP2023 Curriculum Review -
FA2022-SP2023 Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022
- Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: .

FA2022-SP2023 Curriculum Review -
FA2022-SP2023 Curriculum Review

Assessment Unit Four Column Report



Social Science/Criminal Justice Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



Student Financial Aid

<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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</p>			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-
Modernizing and Expanding
Infrastructure and Technology

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 #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: Completed the Assessment Cycle
Planned Assessment Cycle: Fall 2019 - Spring 2020
Start Date: 10/14/2019
End Date: 03/09/2020

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

Exit Interviews/Survey - Financial aid training Exit Survey
Criterion (Written in %): Ninety percent (90%) of service providers

<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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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: 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:

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 #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.

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.

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

Student Learning Outcomes (SLOs)

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

Use of Summary Results

visits, time it takes to provide service, and improvements to sign in sheet.

SLO #2 FA2021-SP2022 ISMP

Objective: Implement innovative and flexible strategies - SLO #2
FA2021-SP2022 ISMP Objective 2.2
Implement innovative strategies and practice flexibility in meeting student needs

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: 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:

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.

SLO #2 FA2021-SP2022 ISMP

Objective: Implement innovative and flexible strategies - SLO #2
FA2021-SP2022 ISMP Objective 2.2
Implement innovative strategies and practice flexibility in meeting student needs

SLO Status: Completed the Assessment Cycle

Planned Assessment Cycle: Fall 2021 - Spring 2022

Presentations - This presentation is used to train secondary, post-secondary counselors, Reach for College, Project Aim and Adult Education personnel.

Criterion (Written in %): 90% Participation rate to help provide additional financial aid support for New, first time, incoming students.

Activity Schedule: Fall 2021

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Start Date: 10/11/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

First time students often struggle with the college registration and financial aid processes which sometimes results in their inability to attend college. Developing and implementing a financial aid training plan to the college's auxiliary service providers will ensure that accurate and timely information is provided to students before they enroll for college.

SLO #1 FA2021-SP2022 Budget Goal - Increase efficiency in services to students. - SLO #1 FA2021-SP2022

Budget Goal - Increase in efficiency in services to students. Improvements made to student visits when signing in to see a counselor at the financial aid office.

SLO Status: Currently being assessed

Planned Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/11/2021

End Date: 03/14/2022

Historical Assessment Perspective:

Changes to the way we service in person students has allowed us to track data for each students visit. At this time, this allows us to chart the amount of time spent with student, the number of visits a student makes in a semester and the types of service a student is seeking. Using this data, we hope to improve

Other (indicate the specific tool in the Method field/box) - Google Sign sheets - Provides student identifying information, date and reason for visit. Also provides time of sign in and wait time. The sign in sheet also provides number of visits per semester required for student to complete their financial aid needs.

Criterion (Written in %): Sixty percent (60%) of students who sign in for services at the financial aid office will be seen by a financial aid staff within 15 minutes of signing in.

Activity Schedule: Fall 2021

Related Documents:

[FAO Sign In Screenshot.pdf](#)

Reporting Period: Fall 2021 - Spring 2022

Conclusion: Issues Found

N= total number of students. Brief description of data. If not 60% then brief thoughts on reason. Okay to detail explanation. (05/03/2022)

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

Growth Budget Justification: this is where we can indicate need for personnel if criterion not met.

Use of Summary Result: Details and recommendations. Open ? for helpful info... next page will be implementation status: what you are going to do.. what did the data show us? (05/03/2022)

Student Learning Outcomes (SLOs)

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

Use of Summary Results

services of students seeking in person financial aid assistance.

SLO #1 FA2021-SP2022 Budget Goal

- Increase efficiency in services to students. - SLO #1 FA2021-SP2022

Budget Goal - Increase in efficiency in services to students. Improvements made to student visits when signing in to see a counselor at the financial aid office.

SLO #1 FA2022-SP2023 Budget Goal

- Increase efficiency in services to students. - SLO #1 FA2021-SP2022

Budget Goal - Increase in efficiency in services to students. Improvements made to student visits when signing in to see a counselor at the financial aid office.

SLO#1 FA2022-SP2023 TYPE BUDGET

GOAL TITLE - SLO#1 FA2022-SP2023

TYPE BUDGET GOAL TITLE

TYPE THE TEXT OF THE BUDGET GOAL

SLO #1 FA2022-SP2023 Budget Goal

- Increase efficiency in services to students. - SLO #1 FA2021-SP2022

Budget Goal - Increase in efficiency in services to students. Improvements made to student visits when signing in to see a counselor at the financial aid office.

SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/11/2021

End Date: 03/14/2022

Historical Assessment Perspective:
Changes to the way we service in

Other (indicate the specific tool in the Method field/box) - Google Sign

sheets - Provides student identifying information, date and reason for visit. Also provides time of sign in and wait time. The sign in sheet also provides number of visits per semester required for student to complete their financial aid needs.

Criterion (Written in %): Sixty percent (60%) of students who sign in for services at the financial aid office will be seen by a financial aid staff within 15 minutes of signing in.

Activity Schedule: Fall 2021

<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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person students has allowed us to track data for each students visit. At this time, this allows us to chart the amount of time spent with student, the number of visits a student makes in a semester and the types of service a student is seeking. Using this data, we hope to improve services of students seeking in person financial aid assistance.

SLO#1 FA2022-SP2023 TYPE BUDGET
GOAL TITLE - SLO#1 FA2022-SP2023
 TYPE BUDGET GOAL TITLE
 TYPE THE TEXT OF THE BUDGET GOAL
SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry
National Certification: N/A
Historical Assessment Perspective:
 TIE HISTORICAL ASSESSMENT INFO HERE

Employment Preparedness Checklist
 - Personnel skills etc.
Criterion (Written in %): 100% of employees will complete the checklist
Activity Schedule: Fall 2022
Related Documents:
[FAO Satisfaction Survey.txt](#)

Assessment Unit Four Column Report



Student Support Services

<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>SLO #2 FA2019-SP2020 ISMP - Optimization of Customer Service Measures - SLO #2 FA 2019- SP 2020 ISMP Provide optimal use of resources where id card choice allows students to decide how their id card will be updated; new card, sticker, use of existing photo with reprint.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Student Support Services is charged with issuing student IDs each semester. ISMP Goal 2 [Governance Initiative 2] allows students/customers' the choice of one of three options for ID renewal.</p>	<p>Client/Customer Service Survey - Google Form; ID Survey</p> <p>Criterion (Written in %): 80% of student respondents will be satisfied with the service option provided with ID process.</p> <p>Activity Schedule: Fall 2019</p> <p>Related Documents: Campus Identification Survey.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met N=1178 (10/12/2020)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: Simply ID card system is being phased out with secondary students using up the remaining supplies.</p> <p>Related Documents: Campus Identification_AUO1 Fa2019Sp2020.xlsx</p>	<p>Use of Summary Result: 548 students were issued new id cards and 924 were returning students. 324 of the 924 students opted for a sticker validation allowing for an express service line. After id card service, 1,472 students were asked to complete the Campus Identification survey with 1,406 indicating they were serviced in 10 minutes or less (Question 4) and 1,192 responding they received the best service, exceeding the projected 80% (1178). (10/12/2020)</p> <p>Implementation Status: Based on the results of assessment, SSS will continue to allow returning students choices when it comes to ID card services. The results indicate students choices vary between a new ID and sticker validation. But overall students responded they are receiving the best service when it comes to ID card. The office will continue to assess its daily operations to ensure the highest quality service is provided. (10/12/2020)</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

SLO #2 FA2019-SP2020 ISMP - Optimization of Customer Service Measures - SLO #2 FA 2019- SP 2020 ISMP Provide optimal use of resources where id card choice allows students to decide how their id card will be updated; new card, sticker, use of existing photo with reprint.

SLO #1 FA2019-SP2020 Budget Growth Initiative Goal - Increase technological capabilities - 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.

SLO #1 FA2019-SP2020 Budget Growth Initiative Goal - Increase technological capabilities - 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.

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:

Technology is critical to the delivery of services at Student Support

Other (indicate the specific tool in the Method field/box) - Institutional MIS Assessment, work order, of computer technology in use for daily operation.

Criterion (Written in %): 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.

Activity Schedule: Spring 2020

Related Documents:

[Work Order SSS staff_administrator computers.pdf](#)

[MIS Computer Upgrade Listing for SSS.pdf](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met

N=1472 (01/22/2020)

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

Growth Budget Justification: 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.

Related Documents:

[MIS Computer Upgrade Listing for SSS.pdf](#)

[AUO 3 Campus Id Survey Q 4-5 1.23.2020.pdf](#)

Use of Summary Result: 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)

Implementation Status: Based on

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Services to ensure efficiency with services provided. This plan addresses Budget Goal-Modernizing and Expanding Infrastructure and Technology. The office of Student Support Services aims to ensure that its technological capabilities are current with computer technology.

the results of assessment, a requisition to purchase the seven (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)

SLO#2 FA2021-SP2022 ISMP - Implement strategies to meet student needs. - SLO#2 FA2021-SP2022 ISMP - Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs.
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: Evaluation results from Student ID Surveys have determined how to best meet student needs when obtaining student identification cards.

Client/Customer Service Survey - Client/Customer/Student survey is a questionnaire for students who are being issued IDs and asks how long the process takes and how well the student was served.
Criterion (Written in %): 90% of students surveyed who were issued GCC Student IDs will report that they were issued an ID in ten minutes or less.

Activity Schedule: Fall 2021
Related Documents:
[Campus Identification Survey Sample.pdf](#)

Reporting Period: Fall 2021 - Spring 2022
Conclusion: Criterion Met
N=780; 727 out of 780 or 93% of students surveyed received their ID's in 10 (ten) minutes or less. (03/14/2022)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: No monetary funds necessary.

Related Documents:
[SSS - ID Survey Responses & Results - 10.14.2021-03.10.2022.pdf](#)

Use of Summary Result: The current results show that the goals have been exceeded and recommend that procedures remain in place. (03/14/2022)
Implementation Status: The current procedure has proven effective in attaining and exceeding the goal, and shows promise for future success. (03/14/2022)

SLO#2 FA2021-SP2022 ISMP - Implement strategies to meet

Student Learning Outcomes (SLOs)

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

Use of Summary Results

student needs. - SLO#2 FA2021-SP2022 ISMP - Objective 2.2
Implement innovative strategies and practice flexibility in meeting student needs.

SLO#1 FA2021-SP2022 - Streamlined administration of security services -
SLO#1 FA2021-SP2022 Budget Goal -
To streamline the administration of contracted security services for the campus to ensure that personnel and college property are protected.

SLO#1 FA2021-SP2022 - Streamlined administration of security services -
SLO#1 FA2021-SP2022 Budget Goal -
To streamline the administration of contracted security services for the campus to ensure that personnel and college property are protected.

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:

Evaluation results from security guards and campus community demonstrated satisfaction of overall security.

Exit Interviews/Survey - Student Support Services office will analyze evaluation results from contracted security guards and campus community. The survey's purpose is to discover how satisfied students, faculty, staff and administrators are with overall security on the GCC campus.

Criterion (Written in %): 80% (percent) of the individuals surveyed will indicate they agree that they are satisfied with overall security on the GCC campus

Activity Schedule: Fall 2021

Related Documents:

[Campus Security Service Survey.pdf](#)

Reporting Period: Fall 2021 - Spring 2022

Conclusion: Criterion Met

N=45; 37 out of 45, or 82.22%, of students/staff/administrators & security personnel surveyed strongly agree, agree, or neutral regarding overall satisfaction of GCC security on campus. (03/14/2022)

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

Growth Budget Justification: Although the Security survey shows the majority of participants are satisfied with overall security, there are several who do not concur. Some of the responses and comments indicate having more guards will help with deterrence and better overall campus service. Ideally, adding a guard during the 0800-1600 shift will also help with any incidents and have a presence for student well-being.

Related Documents:

[SSS - Security Survey Responses & Results - Spring 2022.pdf](#)

Use of Summary Result: Although survey shows the majority are satisfied with the overall security on campus, it is still recommended to add more security personnel for better coverage, as well as placement of information on where and how to contact in more visible and widespread areas throughout campus. (03/14/2022)

Implementation Status: A new security contract is currently being assessed and finalized to take effect on October 2022.

Recommend adding more security personnel for better coverage, and consider adding a security personnel in the a.m. (i.e. 0800-1600). (03/14/2022)

SLO #2, Fall 2022 - Spring 2023 Plan, Organize Staffing & Controlling

Functions - SLO #2, Fall 2019 - Spring 2020

Explain planning, organizing, staffing,

Multimedia presentation

evaluations - Students will complete a 5-7 page term paper and present their findings in a media presentation.

<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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and controlling functions of an organization.
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: Use and implement results from the previous cycle.
SLO #2, Fall 2022 - Spring 2023 Plan, Organize Staffing & Controlling Functions - SLO #2, Fall 2019 - Spring 2020
 Explain planning, organizing, staffing, and controlling functions of an organization.

Criterion (Written in %): 75% of students presenting will achieve a score of 80% or better.
Activity Schedule: Presentations will be conducted within two weeks of completion of the mid-term exam.

Assessment Unit Four Column Report



Supervision & Management 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>
<p>SLO #2, Fall 2019 - Spring 2020 Plan, Organize Staffing & Controlling Functions - SLO #2, Fall 2019 - Spring 2020</p> <p>Explain planning, organizing, staffing, and controlling functions of an organization.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Use and implement results from the previous cycle.</p>	<p>Directly related to Objective</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: 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>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p>	<p>Use of Summary Result: Due to COVID, data is unable to be collected. However, in the previous cycle, the students were able to meet the criterion. In preparation for providing quality teaching and continuing to achieve the assessment SLO, the purchase of supplemental resources, such as Training, Materials, and Courseware resource (TCM) can be purchased to support and/or overcome situations, like covid. (02/22/2021) (10/08/2021)</p> <p>Implementation Status: As soon as classes return to normal, a budget can justify the purchase of supplemental resources, such as Training, Materials and Courseware resource (TCM) to teach and continue meeting the assessment criterion. (02/22/2021) (10/08/2021)</p>
<p>Multimedia presentation evaluations - Students will complete a 5-7 page term paper and present their findings in a media presentation.</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: 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</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: 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</p>	<p>Use of Summary Result: The purchase of the supplemental resources, such as Training, Materials and Courseware resource (TCM) allows the faculty</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>SLO #2, Fall 2019 - Spring 2020 Plan, Organize Staffing & Controlling Functions - SLO #2, Fall 2019 - Spring 2020</p> <p>Explain planning, organizing, staffing, and controlling functions of an organization.</p>	<p>Criterion (Written in %): 75% of students presenting will achieve a score of 80% or better.</p> <p>Activity Schedule: Presentations will be conducted within two weeks of completion of the mid-term exam.</p> <p>Related Documents: Oral Presentation Scoring Rubric.pdf</p>	<p>20, 2020. (03/04/2020)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p>	<p>to teach and achieve the assessment criterion. (10/08/2021)</p> <p>Implementation Status: This is to justify the purchase of Training, Materials and Courseware resource (TCM) to help faculty to meet the assessment criterion. (10/08/2021)</p>
<p>ISMP Goal #1, Fall 2019-Spring 2020 Plan, Workforce Development and Training - GOAL 1: Advancing Workforce Development and Training</p> <p>ISMP Goal #1, Fall 2019-Spring 2020 Plan, Workforce Development and Training - GOAL 1: Advancing Workforce Development and Training</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Use and implement results from previous cycle.</p>	<p>Directly related to Objective</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: 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>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p>	<p>Use of Summary Result: Even though data wasn't collected, the supplemental resources, such as Training, Materials and Courseware resource (TCM) can be purchased to teach and achieve the assessment criterion. (10/08/2021)</p> <p>Implementation Status: A budget can justify the purchase of supplemental resources, like Training, Materials and Courseware resource (TCM) to meet the assessment criterion and to prepare students' learning. (10/08/2021)</p>
<p>Course Projects - Rubric for service</p>		<p>Reporting Period: Fall 2019 - Spring 2020</p>	<p>Use of Summary Result: Even</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
	<p>learning project.</p> <p>Criterion (Written in %): 80% of students will achieve a score of 70% or higher on the rubric.</p> <p>Activity Schedule: Service learning project will be completed no later than the 2nd to the last week of the semester.</p> <p>Related Documents: SM208 - Direct Service Learning Rubric.pdf</p>	<p>Conclusion: Issues Found 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>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p>	<p>though data wasn't collected, the supplemental resources, such as Training, Materials and Courseware resource (TCM) can be purchased to teach and prepare students' success. (10/08/2021)</p> <p>Implementation Status: A budget can justify the purchase of supplemental resources, like Training, Materials and Courseware resource (TCM) to meet the assessment criterion and to prepare students' learning. (10/08/2021)</p>
<p>IDEA Student Ratings, Fall 2019 - Spring 2020 Plan, Principles, Generalizations, or Theories - Learning fundamental principles, generalizations, or theories</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: Use and implement results from previous cycle.</p>	<p>Directly related to Objective</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>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)</p> <p>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: N/A</p>	<p>Use of Summary Result: Even though data wasn't collected in time, the purchase supplemental resources, such as Training, Materials and Courseware resource (TCM) can enhance teaching and hopefully achieve the assessment criterion. (10/08/2021)</p> <p>Implementation Status: A budget can justify the purchase of supplemental resources, like Training, Materials and Courseware resource (TCM) to meet the assessment criterion and to prepare students' learning. (10/08/2021)</p>
	<p>Faculty-developed tests - Students will complete a faculty developed Final Exam which includes multiple choices, fill in the blanks, true and false questions, etc.</p> <p>Criterion (Written in %): 80% of the</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>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)</p>	<p>Use of Summary Result: Even though data wasn't collected, the purchases of the supplemental resources, such as Training, Materials and Courseware</p>

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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students taking the final exam will achieve a 75% or better.
Activity Schedule: Final Exam Week
Related Documents:
[SM208 Final Exam.pdf](#)

Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: N/A

resource (TCM) can enhance teaching and hopefully achieve the assessment criterion. (10/08/2021)
Implementation Status: A budget can justify the purchase of supplemental resources, like Training, Materials and Courseware resource (TCM) to meet the assessment criterion and to prepare students' learning. (10/08/2021)

Curriculum Review - Curriculum Review
SLO Status: Curriculum Review
Planned Assessment Cycle: Fall 2021 - Spring 2022
Start Date: 10/11/2021
End Date: 03/08/2022
Program Level SLO Industry National Certification: N/A
Type of Industry National Certification: .
Historical Assessment Perspective: .

IDEA Student Ratings, Fall 2019 - Spring 2020 Plan, Principles, Generalizations, or Theories -
 Learning fundamental principles, generalizations, or theories

Curriculum Review - Curriculum Review

Curriculum Review1 - Curriculum Review1
Curriculum Review1 - Curriculum Review1
SLO Status: Curriculum Review

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Planned Assessment Cycle: Fall 2021

- Spring 2022

Start Date: 10/11/2021

End Date: 03/08/2022

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: .

Historical Assessment Perspective: .

SLO#2 FA2022-Spring 2023 Functions of Management - SLO#2 FA2022-

Spring 2023. Upon successful completion of the AS in Supervision & Management program, students will be able to explain planning, organizing, staffing, and controlling functions of an organization.

SLO Status: Currently being assessed

Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification:

Historical Assessment Perspective:

First assessment cycle after curriculum approval. it was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

SLO#2 FA2022-Spring 2023 Functions of Management - SLO#2 FA2022-

Spring 2023. Upon successful

Presentations - Multi-media presentation (slide presentation) to present report reflecting functions of management.

Criterion (Written in %): 80% of the students will presenting their term paper report in a slide presentation will achieve score of 85% or better.

Activity Schedule: Fall 2022

Related Documents:

[Oral Presentations Rubrics.pdf](#)

[SM220 Evidence - Presentation Low Score.pdf](#)

[SM220 Evidence - Presentation High Score.pdf](#)

[SM220 Evidence - Term Paper Low Score.pdf](#)

[SM220 Evidence - Term Paper High Score.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met

n=15 students. Of the 15 students enrolled, 13 presented their report using a multi-media presentation. This represented 87% of those enrolled in the class. Of the 13 students that submitted their individual term papers, 100% achieved a score of 85% or better (the lowest score was a 91). (03/10/2023)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: n/a

Related Documents:

[Oral Presentation Scoring Rubric.pdf](#)

[SM220 Evidence - Presentation High Score.pdf](#)

[SM220 Evidence - Presentation Low Score.pdf](#)

[SM220 Evidence - Term Paper High Score.pdf](#)

[SM220 Evidence - Term Paper Low Score.pdf](#)

Use of Summary Result: Upon completion of their SM program curriculum, students should be able to explain the planning, organizing, (staffing), leading, and controlling functions of managers. Their presentations reflected their understanding of the managerial functions within an organization. (03/10/2023)

Implementation Status: Students demonstrated understanding of subject matter and were able to explain key concepts. While criterion was met, I plan to have students evaluate each presentation as a way for them to stay engaged during the presentations. (03/10/2023)

Student Learning Outcomes (SLOs)

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

Use of Summary Results

completion of the AS in Supervision & Management program, students will be able to explain planning, organizing, staffing, and controlling functions of an organization.

FA2021-Spring 2022 Curriculum

Review - FA2021-Spring 2022
Curriculum Review currently underway.

FA2021-Spring 2022 Curriculum

Review - FA2021-Spring 2022
Curriculum Review currently underway.

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/11/2021

End Date: 03/08/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:
Curriculum Review

SLO #2 FA2022-SP2023 ISMP Goal #1: Advancing Workforce Development and Training - SLO #2 FA2022-SP2023

ISMP Goal #1: Advancing Workforce Development and Training Objective 1.1 Respond to local and regional occupational needs

SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:
First assessment after approval of

Course Projects - Rubric for service learning project to assess effectiveness of understanding the functions of management.

Criterion (Written in %): 80% of students will achieve a score of 85% or higher on the rubric.

Activity Schedule: Fall 2022

Related Documents:

[Microsoft Word - event_rubric.doc.pdf](#)

[SM220 Evidence - DSL Rubric Low Score.pdf](#)

[SM220 Evidence - DSL Rubric High Score.pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Met
n=15. Of the 15 students enrolled in the course, 13 (equal to 87%) participated in the Direct Service Learning. Of the 13 that participated, 100% (all 13) received a grade of 85% or higher. (03/13/2023)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: N/A

Related Documents:

[SM220 Evidence - DSL Rubric High Score.pdf](#)

[SM220 Evidence - DSL Rubric Low Score.pdf](#)

Use of Summary Result: Direct Service-Learning projects continue to be a great way to allow students to learn in an external environment and connect the theories and principals learned in the classroom with pragmatic hands-on application. (03/13/2023)

Implementation Status: May need to restructure the DSL projects and use a much simpler rubric to ensure all students are actively participating in class project. (03/13/2023)

Student Learning Outcomes (SLOs)

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

Use of Summary Results

updated curriculum. it was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

SLO #2 FA2022-SP2023 ISMP Goal #1: Advancing Workforce Development and Training - SLO #2 FA2022-SP2023 ISMP Goal #1: Advancing Workforce Development and Training Objective 1.1 Respond to local and regional occupational needs

SLO #3 FA2022-SP2023 IDEA #1 Student Ratings Gaining Factual Knowledge - SLO #3 FA2022-SP2023 IDEA #1 Student Ratings Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2022-SP2023 IDEA #1 Student Ratings Gaining Factual Knowledge - SLO #3 FA2022-SP2023 IDEA #1 Student Ratings Gaining factual knowledge (terminology, classifications, methods, trends)
SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: First assessment after curriculum review approval. it was recommended by the Advisory Committee members, the latest

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: Fall 2022
Related Documents:
[SM220 Evidence - Final Exam High Score \(1\).pdf](#)
[SM220 Evidence - Final Exam Low Score \(1\).pdf](#)
[\[Template\] SM220 Final Exam FA '22.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
N=15. Of the 15 students enrolled SM220, 12 of them took the Final Exam, representing 80% of the class. Of the 12 that sat for the exam, 92% (11 students) achieved a 75% or better. (03/10/2023)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: None
Related Documents:
[SM220 Evidence - Final Exam High Score \(1\).pdf](#)
[SM220 Evidence - Final Exam Low Score \(1\).pdf](#)
[\[Template\] SM220 Final Exam FA '22.pdf](#)

Use of Summary Result: The use of a summative exam seems to be a bit much considering it covered 60 questions and all 15 chapters in the book. Will look at revising final exam format or breaking up exams into different modules instead of issuing two summative exams (mid-term & final) each semester. (03/10/2023)
Implementation Status: Criterion was met. May consider revising final summative exam. (03/10/2023)

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

technology and resources must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

Assessment Unit Four Column Report



Surveying 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>
<p>SLO #2 SP2021 - FA2021 ISMP- Advancing Workforce Development and Training - SLO #2 SP2021 - FA2021 ISMP-Advancing Workforce Development and Training</p> <p>SLO Status: Currently being assessed Planned Assessment Cycle: Spring 2021 - Fall 2021 Start Date: 03/08/2021 End Date: 10/11/2021 Program Level SLO Industry National Certification: N/A Type of Industry National Certification: Certificate Historical Assessment Perspective: .Workforce development and Training</p> <p>SLO #2 SP2021 - FA2021 ISMP- Advancing Workforce Development and Training - SLO #2 SP2021 - FA2021 ISMP-Advancing Workforce Development and Training</p>	<p>Activity audit - Instrumentation test Criterion (Written in %): !00% of student ns will show understanding of the different Equipment used for Surveying Activity Schedule: Spring 2021 Related Documents: Midterm Exam.pdf</p>		
<p>SLO #3 SP2021-FA2021 IDEA Learning fundamental principles, generalizations, or theories - SLO #3</p>			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

SP2021-FA2021
IDEA-Learning fundamental principles, generalizations, or theories

SLO #3 SP2021-FA2021 IDEA Learning fundamental principles, generalizations, or theories - SLO #3

SP2021-FA2021
IDEA-Learning fundamental principles, generalizations, or theories

SLO Status: Currently being assessed
Planned Assessment Cycle: Spring 2021 - Fall 2021

Start Date: 03/08/2021

End Date: 10/11/2021

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: Associates Degree and Certificate

Historical Assessment Perspective:

.Workforce development and Training

SLO #1 SP2021-FA2021 - SLO #1
SP2021-FA2021
Upon successful completion of the program, students will be able to be utilize and correctly employ Surveying tools and Equipment

SLO Status: Currently being assessed
Planned Assessment Cycle: Spring 2021 - Fall 2021

Start Date: 03/08/2021

End Date: 10/11/2021

Program Level SLO Industry

National Certification: Yes

Type of Industry National

Certification: NCRC

Standardized Test - exit exams will thoroughly test the students understanding and proficiency

Criterion (Written in %): 100% of student will pass with a 90% or better from a 10 question test

Activity Schedule: Spring 2021

Related Documents:

[Surveying quizzes.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:

The students in Early Middle College cohort will successfully transition to postsecondary-level courses in the program.

SLO #1 SP2021-FA2021 - SLO #1

SP2021-FA2021

Upon successful completion of the program, students will be able to be utilize and correctly employ Surveying tools and Equipment

Assessment Unit Four Column Report



Technology Department Courses

No data found for the selected criteria.

Assessment Unit Four Column Report



Telecommunications (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>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.</p>	<p>Directly related to Objective</p>	<p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Met Out of ____ students, ____% of them earned 70% or above (04/13/2022) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A</p>	<p>Use of Summary Result: 6 students presented their projects. 6 of 6 students(100%) scored 70% or more. 100% of students scored 70% or more. An average score is 96.6% (04/13/2022) Implementation Status: The student who did not score 90% will be contacted and helped. (04/13/2022)</p>
<p>SLO Status: Completed the Assessment Cycle 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 Historical Assessment Perspective: Strategies:</p>	<p>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.</p>	<p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Met Out of ____ students, ____% of them earned 70% or above (10/13/2020) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A Related Documents: Presentation Result.pdf</p>	<p>Use of Summary Result: 6 students presented their projects. 6 of 6 students(100%) scored 70% or more. 100% of students scored 70% or more. An average score is 96.6% (04/07/2022) Implementation Status: The student who did not score 90%</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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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.

[pdf](#)

will be contacted and helped. (04/07/2022)

Telecommunication Core Concept and Knowledge - Telecommunication Core Concept and Knowledge SLO#1	Directly related to Objective	Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Met Out of ____ students, ____% of them earned 70% or above	Use of Summary Result: 7 students submitted their projects. 5 of 7 students(71.4%) scored 70%
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<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>FA2019-SP2020 Apply concepts and knowledge in the core areas of computer science. SLO Status: Completed the Assessment Cycle 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 Historical Assessment Perspective: There is no previous assessment and this is first assessment.</p>	<p>Directly related to Objective</p> <hr/> <p>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</p>	<p>(04/13/2022) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A</p> <hr/> <p>Reporting Period: Fall 2021 - Spring 2022 Conclusion: Criterion Met 7 students submitted their projects. 5 of 7 students(71.4%) scored 70% or more. 71.4% of students scored 70% or more. Average score is 72.8% (04/07/2022) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A Related Documents: Java Programming Result.pdf Java Programming Project Test1.pdf</p>	<p>or more. 71.4% of students scored 70% or more. An average score is 72.8% (04/13/2022) Implementation Status: The students who did not score 70% will be contacted and helped. (04/13/2022)</p> <hr/> <p>Use of Summary Result: The project result will be used as guidelines for future projects. (04/07/2022) Implementation Status: The students who did not score 70% will be contacted and helped. (04/07/2022)</p>
<hr/>			
<p>FA2022-SP2023-Curriculum review - FA2022-SP2023-Curriculum review SLO Status: Curriculum Review Program Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/03/2023 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: FA2022-SP2023-Curriculum review</p>			
<hr/>			
<p>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.</p>			
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<p>FA2022-SP2023-Curriculum review - FA2022-SP2023-Curriculum review</p>			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

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.

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: Completed the Assessment Cycle

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

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

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](#)

Reporting Period: Fall 2021 - Spring 2022

Conclusion: Criterion Met

Out of ____ students, ____% of them earned 70% or above (10/13/2020)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: N/A

Related Documents:

[Presentation Result.pdf](#)

Use of Summary Result: 6 students presented their projects. 6 of 6 students(100%) scored 70% or more. 100% of students scored 70% or more. An average score is 96.6% (04/08/2022)

Implementation Status: The student who did not score 90% will be contacted and helped. (04/08/2022)

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 Unit Four Column Report



Tourism & Travel Management AS

<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>SLO #1 FA 2019-SP2020 Exhibit professionalism and work ethics as it relates to the tourism and travel industry. - Upon successful completion of this program, students will be able to exhibit professionalism and work ethics as it relates to the tourism and travel industry.</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Planned Assessment Cycle: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry</p> <p>National Certification: Yes</p> <p>Historical Assessment Perspective: The program curriculum has recently been updated; therefore, the assessment will focus on the revised SLOs.</p> <p>SLO #1 FA 2019-SP2020 Exhibit professionalism and work ethics as it relates to the tourism and travel industry. - Upon successful completion of this program, students will be able to exhibit professionalism and work ethics as it relates to the tourism and travel industry.</p>	<p>National & International Certification Exam - 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>Criterion (Written in %): Students taking the test will have an overall score of 75% or greater on a 100 total possible points 100 question test.</p> <p>Activity Schedule: During final exam week.</p> <p>Related Documents: AHLEI Certified Guest Service Professional.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: Criterion Met</p> <p>HS160: 75% of students scored 75% or better in their AHLEI course exam (n=20). (10/08/2019)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: Hiring a post-secondary faculty for Hospitality & Tourism department to provide consistency in department courses.</p>	<p>Use of Summary Result: 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 not provide consistency. (10/08/2019)</p> <p>Implementation Status: The recommended/proposed changes were achieved. (10/08/2019)</p>

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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ISMP 2020-2026 GOAL 1: Advancing Workforce Development and Training - Advancing Workforce Development and Training

ISMP 2020-2026 GOAL 1: Advancing Workforce Development and Training - Advancing Workforce Development and Training

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: American Hotel & Lodging Education Institute

Historical Assessment Perspective:

The curriculum has recently been updated and the assessments will focus on the SLO updates.

National & International Certification Exam - 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.

Criterion (Written in %): Students taking the test will have an overall score of 75% or greater on a 100 total possible points 100 question test.

Activity Schedule: During final exam week.

Related Documents:

[AHLEI Certified Guest Service Professional.pdf](#)

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met

75% of students scored 75% or better in their AHLEI course exam (n=20). (10/11/2020)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: .

Use of Summary Result: The criterion met. (10/10/2020)

Implementation Status: The recommended/proposed changes were achieved. (10/10/2020)

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.

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 & International Certification Exam - 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.

Criterion (Written in %): Students taking the test will have an overall score of 75% or greater on a 100 total possible points 100 question test.

Activity Schedule: During final exam week.

Related Documents:

Reporting Period: Fall 2019 - Spring 2020

Conclusion: Criterion Met

75% of students scored 75% or better in their AHLEI course exam (n=20). (10/10/2020)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: .

Use of Summary Result: The criterion met. (10/10/2020)

Implementation Status: The recommended/proposed changes were achieved. (10/10/2020)

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
Type of Industry National Certification: American Hotel & Lodging Education Institute
Historical Assessment Perspective:
The curriculum has recently been updated and the assessments will focus on the SLO updates.
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.

[AHLEI Certified Guest Service Professional.pdf](#)

Curriculum Review - Curriculum Review

Curriculum Review - Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/12/2021

End Date: 03/14/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: .

SLO #1 FA 2022-SP2023 Exhibit professionalism and work ethics - SLO #1 FA 2022-SP2023 Upon successful completion of the AS in Tourism and Travel Management, students will be able to exhibit professionalism and work ethics as it relates to the tourism and travel industry.

Essay Questions - The questions will guide students to summarize and describe the major points presented by a guest speaker.

Criterion (Written in %): Eighty percent (80%) of the students will complete an essay with seventy-five

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met
With a sample of N=12, sixty-seven percent (67%) passed with a grade of 75% or greater. (03/12/2023)

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

Growth Budget Justification: Growth Budget Justification: (SLO#2; Tourism and Travel Management)

Use of Summary Result: The need to improve Level One orientation (institution level) for students to be prepared in using Moodle for online learning is important especially when courses are 100% online (synchronous or asynchronous) or hybrid. With an

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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SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry
National Certification: N/A
Historical Assessment Perspective:
 The program curriculum has recently been updated; therefore, the assessment will focus on the revised SLOs.

(75%) or greater on their evaluation.
Activity Schedule: Fall 2022
Related Documents:
[A19.2 HS157 Ch 6 Q & A Forum.pdf](#)

Provided budget for six (6) mobile carts with 20 laptops for six classrooms, with each classroom having its own MiFi. The table includes estimates for MS Office licensing, charging cables, and any essential accessories. Estimates for MS Office licensing, charging cables, and essential accessories are based on market prices and would defer to technology bid specifications availability. Additionally, ongoing costs for maintenance, support, and internet connectivity should also be considered.

Item	Quantity per Classroom	Estimated Cost per Classroom	Total Cost for 6 Classrooms
Laptops	20	\$800	\$16,000
Mobile Carts	1	\$4,800	\$4,800
Mifis	1	\$150	\$150
MS Office Licensing	20	\$150	\$3,000
Charging Cables	20	\$20	\$400
Essential Accessories	1	\$600	\$600
Shipping and Handling	1	\$500	\$500
Total Budget	-	-	\$125,700

Post Secondary Lab Equipment Budget Breakdown- The department and its programs need a dedicated lab to provide essential hands on learning.

Note that the cost of the POS reservation system and hotel reservation system can vary depending on the specific features and functionalities selected. This estimate assumes that the programs will receive the basic features of a point of sale system that may include, but limited to, order taking, payment processing, and inventory management features. A basic hotel property management system to

improved orientation students will have an introduction to the learning management system with information about institutional resources and support available to online learners that can help them succeed. Students would be more prepared to customize their Moodle dashboard and be able to identify and monitor deadlines for all their courses. A level one preparation leads to better outcomes in participation, engagement and increased retention.

The proposed budget of \$20,950 for six classrooms, including laptops, mobile carts, MiFi's, MS Office licensing, charging cables, essential accessories, and shipping and handling, will have a significant impact on the learning outcomes of students. With the allocation of 20 laptops per classroom, students will have access to technology that can enhance their learning experience and prepare them for a technology-driven world. The mobile carts and MiFi's will provide flexibility in the use of the laptops and internet connectivity, ensuring that students can learn from anywhere in the classroom. The MS Office licensing will provide access to essential productivity tools, helping students to become proficient in their use, and preparing them for

Student Learning Outcomes (SLOs)

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

Use of Summary Results

include functions in daily hotel operations, including front desk activities, reservations, room assignments, and billing. Additionally, it may also include modules for housekeeping, guest services, reporting, and analytics to optimize hotel efficiency and enhance guest satisfaction.

An estimated budget is provided as costs may vary based on the specific products and vendors selected. Ongoing costs for maintenance, support, and training should also be considered.

Item	Cost	
20 Laptops (\$1,000 each)	\$20,000	
Mobile Cart	\$1,000	
Microsoft Office Licenses	Included	
Charging Cables	Included	
Essential Peripherals	Included	
Hotel Reservation System	\$5,000	
POS Reservation System (MICROS)	2000	
Additional Costs (Installation, etc.)	\$500	
Total Budget	\$28,500	

Related Documents:

[A19 HS157 Grades \(1\).pdf](#)

future work opportunities. The charging cables and essential accessories will ensure that the laptops are always available for use, and in good condition. The total budget of \$20,950 is a sound investment in the education of students, providing them with the necessary tools to succeed in the 21st-century workforce.

With the anticipation that high school students continue in the hospitality programs at the college they will be to use the same technology tools as those used in post-secondary programs. By providing high school students with access to the same technology as post-secondary programs, they will be better prepared for the transition to higher education. Access to technology can have a significant impact on a student's academic success. By providing high school students with the same technology tools as post-secondary programs, it would level the playing field and provide all students with equal opportunities to succeed and can develop a mindset of innovation, which is essential in the current job market.

In post-secondary education, it empowers faculty to maximize the resources available in Moodle accompanied by regular training

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

sessions each semester. This would facilitate a smoother transition for both students and instructors at the beginning of every semester. Classrooms need industry-specific software for hotel and restaurant operations as part of the classroom lab facility because it provides students with a hands-on learning experience that simulates real-world situations. By using industry-related software, students can practice and apply the skills and knowledge they have learned in the classroom. This can help them build confidence and prepare for the challenges they may face in the industry. Additionally, industry-related software can provide students with exposure to industry-specific technology and software systems, which can enhance their employability and make them more competitive in the job market. By incorporating industry-related software into the classroom lab facility, faculty can provide students with a more comprehensive and effective learning experience that prepares them for success in the hospitality industry which exemplifies the college's mission to be a leader in workforce development.

(03/12/2023)

Implementation Status:

03/12/2023 The evidence is from a course that includes a Level 2 orientation about teacher's

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

expectations and course instructions on Moodle. The existing Level One orientation should be improved (institution) to be explicit in the minimum technology requirements for an online or hybrid course. This would ensure that not only students have expectations of hardware and software, subscriptions, plug-ins, mobile apps and other device compatibility requirements but also how to navigate the institution's learning management system, currently Moodle. Other means to train faculty such as in-person training will allow more faculty to be better prepared to use Moodle and there is an easier transition at the beginning of every semester for both students and instructors.

Providing high school programs with the same type of technology as post-secondary programs is essential to prepare students for higher education, future careers, and provide equitable access to technology tools, while promoting innovation and technological literacy. Faculty will have the resources to effectively integrate technology into the curriculum.

The Department will request an increased budget for the purchase of equipment which will improve student retention and success and

Student Learning Outcomes (SLOs)

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

Use of Summary Results

overall student learning outcome and a smoother transition into post-secondary. (03/12/2023)

SLO #1 FA 2022-SP2023 Exhibit professionalism and work ethics -

SLO #1 FA 2022-SP2023 Upon successful completion of the AS in Tourism and Travel Management, students will be able to exhibit professionalism and work ethics as it relates to the tourism and travel industry.

SLO#2 FA2022-SP2023 ISMP 2020-2026 GOAL 1: Advancing Workforce Development

- SLO#2 FA2022-SP2023 ISMP 2020-2026 GOAL 1: Advancing Workforce Development and Training Objective 1.2 Cultivate meaningful partnerships

SLO#2 FA2022-SP2023 ISMP 2020-2026 GOAL 1: Advancing Workforce Development

- SLO#2 FA2022-SP2023 ISMP 2020-2026 GOAL 1: Advancing Workforce Development and Training Objective 1.2 Cultivate meaningful partnerships

SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective:

The curriculum has recently been updated and the assessments will focus on the SLO updates.

Essay Questions - The questions will guide students to compare and contrast what they observed in a real world environment and what they learned in the classroom.

Criterion (Written in %): Eighty percent (80%) of the students will complete an essay with seventy-five (75%) or greater on their evaluation.

Activity Schedule: Fall 2022

Related Documents:

[S22.2 HS158 Ch 8 Q & A Forum \(EXAM\).pdf](#)

[S22.2 grades \(1\).pdf](#)

Reporting Period: Fall 2022 - Spring 2023

Conclusion: Criterion Not Met

With a sample of N=12, sixty-seven percent (67%) passed with a grade of 75% or greater. (03/12/2023)

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

Growth Budget Justification: Provided budget for six (6) mobile carts with 20 laptops for six classrooms, with each classroom having its own MiFi. The table includes estimates for MS Office licensing, charging cables, and any essential accessories. Estimates for MS Office licensing, charging cables, and essential accessories are based on market prices and would defer to technology bid specifications availability. Additionally, ongoing costs for maintenance, support, and internet connectivity should also be considered.

Item	Qty per Classroom	Est Cost per Classroom
		TI Cost for 6 Classrooms

Use of Summary Result: Use of Summary Result 03/12/2023 An attributing factor are challenges with students navigating Moodle. The need to improve Level One orientation (institution level) for students to be prepared in using Moodle for online learning is important especially when courses are 100% online (synchronous or asynchronous) or hybrid. With an improved orientation students will have an introduction to the learning management system with information about institutional resources and support available to online learners that can help them

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results	
	Laptops	20	\$800	<p>succeed. Students would be more prepared to customize their Moodle dashboard and be able to identify and monitor deadlines for all their courses. A level one preparation leads to better outcomes in participation, engagement and increased retention.</p> <p>The need to improve Level One orientation (institution level) for students to be prepared in using Moodle for online learning is important especially when courses are 100% online (synchronous or asynchronous) or hybrid. With an improved orientation students will have an introduction to the learning management system with information about institutional resources and support available to online learners that can help them succeed. Students would be more prepared to customize their Moodle dashboard and be able to identify and monitor deadlines for all their courses. A level one preparation leads to better outcomes in participation, engagement and increased retention.</p> <p>The proposed budget of \$20,950 for six classrooms, including laptops, mobile carts, MiFi's, MS Office licensing, charging cables, essential accessories, and shipping and handling, will have a</p>
	\$96,000			
	Mobile Carts	1	\$800	
	\$4,800			
	Mifis	1	\$150	
	\$900			
	MS Office Licensin	20	\$150	
	\$18,000			
	Charging Cables	20	\$20	
	\$2,400			
	Essential Accessories	1	\$100	
	\$600			
	Shipping and Handling	1	\$500	
	\$3,000			
	Total Budget	-	-	\$125,700
	<p>Post Secondary Lab Equipment Budget Breakdown- The department and its programs need a dedicated lab to provide essential hands on learning.</p> <p>Note that the cost of the POS reservation system and hotel reservation system can vary depending on the specific features and functionalities selected. This estimate assumes that the programs will receive the basic features of a point of sale system that may include, but limited to, order taking, payment processing, and inventory management features. A basic hotel property management system to include functions in daily hotel operations, including front desk activities, reservations, room assignments, and billing. Additionally, it may also include modules for housekeeping, guest services, reporting, and analytics to optimize hotel efficiency and enhance guest satisfaction.</p> <p>An estimated budget is provided as costs may vary based on the specific products and vendors selected. Ongoing costs for maintenance, support, and training should also be considered.</p>			
	Item	Cost		

<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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20 Laptops (\$1,000 each)	\$20,000
Mobile Cart	\$1,000
Microsoft Office Licenses	Included
Charging Cables	Included
Essential Peripherals	Included
Hotel Reservation System	\$5,000
POS Reservation System (MICROS)	\$2000
Additional Costs (Installation, etc.)	\$500
Total Budget	\$28,500

Related Documents:
[S22.2 grades \(1\).pdf](#)

significant impact on the learning outcomes of students. With the allocation of 20 laptops per classroom, students will have access to technology that can enhance their learning experience and prepare them for a technology-driven world. The mobile carts and MiFi's will provide flexibility in the use of the laptops and internet connectivity, ensuring that students can learn from anywhere in the classroom. The MS Office licensing will provide access to essential productivity tools, helping students to become proficient in their use, and preparing them for future work opportunities. The charging cables and essential accessories will ensure that the laptops are always available for use, and in good condition. The total budget of \$20,950 is a sound investment in the education of students, providing them with the necessary tools to succeed in the 21st-century workforce.

With the anticipation that high school students continue in the hospitality programs at the college they will be to use the same technology tools as those used in post-secondary programs. By providing high school students with access to the same technology as post-secondary programs, they will be better prepared for the transition to

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

higher education. Access to technology can have a significant impact on a student's academic success. By providing high school students with the same technology tools as post-secondary programs, it would level the playing field and provide all students with equal opportunities to succeed and can develop a mindset of innovation, which is essential in the current job market.

In post-secondary education, it empowers faculty to maximize the resources available in Moodle accompanied by regular training sessions each semester. This would facilitate a smoother transition for both students and instructors at the beginning of every semester. Classrooms need industry-specific software for hotel and restaurant operations as part of the classroom lab facility because it provides students with a hands-on learning experience that simulates real-world situations. By using industry-related software, students can practice and apply the skills and knowledge they have learned in the classroom. This can help them build confidence and prepare for the challenges they may face in the industry. Additionally, industry-related software can provide (03/12/2023)

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Implementation Status:

03/12/2023 The evidence is from a course that includes a Level 2 orientation about teacher's expectations and course instructions on Moodle. The existing Level One orientation should be improved (institution) to be explicit in the minimum technology requirements for an online or hybrid course. This would ensure that not only students have expectations of hardware and software, subscriptions, plug-ins, mobile apps and other device compatibility requirements but also how to navigate the institution's learning management system, currently Moodle. Other means to train faculty such as in-person training will allow more faculty to be better prepared to use Moodle and there is an easier transition at the beginning of every semester for both students and instructors.

Providing high school programs with the same type of technology as post-secondary programs is essential to prepare students for higher education, future careers, and provide equitable access to technology tools, while promoting innovation and technological literacy. Faculty will have the resources to effectively integrate technology into the curriculum.

Student Learning Outcomes (SLOs)

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

Use of Summary Results

SLO#3 FA2022-SP2023 IDEA -Gaining factual knowledge - SLO#3 FA2022-SP2023 IDEA -Gaining factual knowledge (terminology, classifications, methods, trends)
SLO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry
National Certification: N/A
Historical Assessment Perspective:
 The curriculum has recently been updated and the assessments will focus on the SLO updates.

Faculty-developed tests - Faculty will assess students on their ability to identify and describe basic terminology as it relates to the tourism and travel industry.
Criterion (Written in %): Eighty percent (80%) of the students will score a seventy-five (75%) or higher on a written test which could include multiple choice, true/false, fill in the blank or short answer questions.
Activity Schedule: Fall 2022
Related Documents:
[S4.2 HS255 Ch 1-3 Exam Instrument.pdf](#)

Reporting Period: Fall 2022 - Spring 2023
Conclusion: Criterion Met
 With a sample of N=2, 100 percent (100%) passed with a grade of 75% or greater. (03/12/2023)
Growth Budget Implications/Effect: Over \$5,000
Growth Budget Justification: Provided budget for six (6) mobile carts with 20 laptops for six classrooms, with each classroom having its own MiFi. The table includes estimates for MS Office licensing, charging cables, and any essential accessories. Estimates for MS Office licensing, charging cables, and essential accessories are based on market prices and would defer to technology bid specifications availability. Additionally, ongoing costs for maintenance, support, and internet connectivity should also be considered.

Item	Quantity per Classroom	Estimated Cost per Classroom	Total Cost for 6 Classrooms
Laptops	20	800	\$96,000
Mobile Carts	1	800	\$4,800
Mifis	1	150	\$900
MS Office Licensing	20	150	\$18,000
Charging Cables	20	20	\$2,400
Essential Accessories	1	600	100
			\$100 per classroom

The Department will request an increased budget for the purchase of equipment which will improve student retention and success and overall student learning outcome and a smoother transition into post-secondary.
 (03/12/2023)

Use of Summary Result: When offered as a special project, students can learn at greater depth while staying on track to graduate. Students should continue to be proficient in Moodle such that in depth learning can take place.

The need to improve Level One orientation (institution level) for students to be prepared in using Moodle for online learning is important especially when courses are 100% online (synchronous or asynchronous) or hybrid. With an improved orientation students will have an introduction to the learning management system with information about institutional resources and support available to online learners that can help them succeed. Students would be more prepared to customize their Moodle dashboard and be able to identify and monitor deadlines for all their courses. A level one preparation leads to better outcomes in participation,

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results																				
		Shipping and Handling 1 500 \$3,000 \$500 per classroom	engagement and increased retention.																				
		Total Budget - - \$125,700 -	<p>The proposed budget of \$20,950 for six classrooms, including laptops, mobile carts, MiFi's, MS Office licensing, charging cables, essential accessories, and shipping and handling, will have a significant impact on the learning outcomes of students. With the allocation of 20 laptops per classroom, students will have access to technology that can enhance their learning experience and prepare them for a technology-driven world. The mobile carts and MiFi's will provide flexibility in the use of the laptops and internet connectivity, ensuring that students can learn from anywhere in the classroom. The MS Office licensing will provide access to essential productivity tools, helping students to become proficient in their use, and preparing them for future work opportunities. The charging cables and essential accessories will ensure that the laptops are always available for use, and in good condition. The total budget of \$20,950 is a sound investment in the education of students, providing them with the necessary tools to succeed in the 21st-century workforce.</p> <p>With the anticipation that high school students continue in the</p>																				
	Post Secondary Lab Equipment Budget Breakdown- The department and its programs need a dedicated lab to provide essential hands on learning.																						
	Note that the cost of the POS reservation system and hotel reservation system can vary depending on the specific features and functionalities selected. This estimate assumes that the programs will receive the basic features of a point of sale system that may include, but limited to, order taking, payment processing, and inventory management features. A basic hotel property management system to include functions in daily hotel operations, including front desk activities, reservations, room assignments, and billing. Additionally, it may also include modules for housekeeping, guest services, reporting, and analytics to optimize hotel efficiency and enhance guest satisfaction.																						
	An estimated budget is provided as costs may vary based on the specific products and vendors selected. Ongoing costs for maintenance, support, and training should also be considered.																						
		<table border="0"> <thead> <tr> <th>Item</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>20 Laptops (\$1,000 each)</td> <td>\$20,000</td> </tr> <tr> <td>Mobile Cart</td> <td>\$1,000</td> </tr> <tr> <td>Microsoft Office Licenses</td> <td>Included</td> </tr> <tr> <td>Charging Cables</td> <td>Included</td> </tr> <tr> <td>Essential Peripherals</td> <td>Included</td> </tr> <tr> <td>Hotel Reservation System</td> <td>\$5,000</td> </tr> <tr> <td>POS Reservation System (MICROS)</td> <td>\$2,000</td> </tr> <tr> <td>Additional Costs (Installation, etc.)</td> <td>\$500</td> </tr> <tr> <td>Total Budget</td> <td>\$28,500</td> </tr> </tbody> </table>	Item	Cost	20 Laptops (\$1,000 each)	\$20,000	Mobile Cart	\$1,000	Microsoft Office Licenses	Included	Charging Cables	Included	Essential Peripherals	Included	Hotel Reservation System	\$5,000	POS Reservation System (MICROS)	\$2,000	Additional Costs (Installation, etc.)	\$500	Total Budget	\$28,500	
Item	Cost																						
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Hotel Reservation System	\$5,000																						
POS Reservation System (MICROS)	\$2,000																						
Additional Costs (Installation, etc.)	\$500																						
Total Budget	\$28,500																						
		Related Documents: S4.1 HS255 FA22 (1).pdf																					

Student Learning Outcomes (SLOs)

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

Use of Summary Results

hospitality programs at the college they will be to use the same technology tools as those used in post-secondary programs. By providing high school students with access to the same technology as post-secondary programs, they will be better prepared for the transition to higher education. Access to technology can have a significant impact on a student's academic success. By providing high school students with the same technology tools as post-secondary programs, it would level the playing field and provide all students with equal opportunities to succeed and can develop a mindset of innovation, which is essential in the current job market.

In post-secondary education, it empowers faculty to maximize the resources available in Moodle accompanied by regular training sessions each semester. This would facilitate a smoother transition for both students and instructors at the beginning of every semester. Classrooms need industry-specific software for hotel and restaurant operations as part of the classroom lab facility because it provides students with a hands-on learning experience that simulates real-world situations. By using industry-related software, students can

*Student Learning
Outcomes (SLOs)*

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

Use of Summary Results

practice and apply the skills and knowledge they have learned in the classroom. This can help them build confidence and prepare for the challenges they may face in the industry. Additionally, industry-related software can provide students with exposure to industry-specific technology and software systems, which can enhance their employability and make them more competitive in the job market. By incorporating industry-related software into the classroom lab facility, faculty can provide students with a more comprehensive and effective learning experience that prepares them for success in the hospitality industry which exemplifies the college's mission to be a leader in workforce development.

(03/12/2023)

Implementation Status: The evidence is from a course that includes a Level 2 orientation about teacher's expectations and course instructions on Moodle. The existing Level One orientation should be improved (institution) to be explicit in the minimum technology requirements for an online or hybrid course. This would ensure that not only students have expectations of hardware and software, subscriptions, plug-ins, mobile apps and other device compatibility requirements but also how to navigate the

Student Learning Outcomes (SLOs)

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

Use of Summary Results

institution's learning management system, currently Moodle. Other means to train faculty such as in-person training will allow more faculty to be better prepared to use Moodle and there is an easier transition at the beginning of every semester for both students and instructors.

Providing high school programs with the same type of technology as post-secondary programs is essential to prepare students for higher education, future careers, and provide equitable access to technology tools, while promoting innovation and technological literacy. Faculty will have the resources to effectively integrate technology into the curriculum.

The Department will request and increased budget for the purchase of equipment which will improve student retention and success and overall student learning outcome and a smoother transition into post-secondary which exemplifies the college's mission to be a leader in workforce development. (03/12/2023)

SLO#3 FA2022-SP2023 IDEA -Gaining factual knowledge - SLO#3 FA2022-SP2023 IDEA -Gaining factual knowledge (terminology, classifications, methods, trends)

Assessment Unit Four Column Report



Visual Communications (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>SLO#1 FA2020-SP2021 Apply Classroom Theory - SLO#1 FA2020-SP2021 Apply theory learned in the classroom to the work environment. SLO Status: Curriculum Review Program Assessment Cycle: Fall 2021 - Spring 2022 Start Date: 10/11/2020 End Date: 03/08/2022 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</p>	<p>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.</p>	<p>Reporting Period: Spring 2022 - Fall 2022 Conclusion: Criterion Not Met Result of 13 surveys of 17 total students across both VisCom program at THS and GW. Of the student surveyed 53% met the assessment criteria. (04/23/2022) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A Related Documents: THS VisCom Survey Program.pdf GW VisCom Program Survey 2022.pdf</p>	<p>Use of Summary Result: More efforts will in put forth in collecting surveys from students. We lost a few students due to pandemic conditions. Due to the unmet assessment criterion, the department seriously plans to adopt the recommendation of the Advisory Committee members, the latest technology and resources must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to secure students' learning success. (04/23/2022) Implementation Status: The department hopes to request a budget to fulfill this need. By making the latest technologies and resources available, the students have a higher chance in meeting the criterion set. (11/09/2022)</p>
<p>SLO#1 FA2020-SP2021 Apply Classroom Theory - SLO#1 FA2020-SP2021 Apply theory learned in the classroom to the work environment.</p>			

*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 #1 FA2020-SP2021 ISMP

**Advancing Workforce Development
and Training** - SLO #1 FA2020-SP2021
ISMP Advancing Workforce
Development and Training

SLO Status: Curriculum Review

Program Assessment Cycle: Fall 2021
- Spring 2022

Start Date: 10/11/2020

End Date: 03/08/2022

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

Portfolio Evaluation - Student
portfolio

Criterion (Written in %): 80% of
the students will score 80% or better
on the rating sheet below.

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: Curriculum Review

Program Assessment Cycle: Fall 2021
- Spring 2022

Start Date: 10/11/2020

End Date: 03/08/2022

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

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.

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Historical Assessment Perspective:

Title V-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.

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.

Curriculum Review - Curriculum Review

Curriculum Review - Curriculum Review

SLO Status: Curriculum Review

Program Assessment Cycle: Fall 2021 - Spring 2022

Start Date: 10/11/2021

End Date: 03/08/2022

Program Level SLO Industry

National Certification: N/A

Historical Assessment Perspective: *

SLO#2 FA2022-SP2023 Graphic Design - SLO#2 FA2022-SP2023 Upon successful completion of the Viscom program, students will be able to produce original graphic design pieces, using industry-standard programs.

Portfolio Evaluation - Individual students will create an electronic portfolio which will demonstrate an understanding of the concepts presented in class.

Criterion (Written in %): 70% of the students will score 70% or better

Student Learning Outcomes (SLOs)

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

Use of Summary Results

SLO Status: Currently being assessed
Program Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022
End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

Historical Assessment Perspective:

The program curriculum has recently been updated and is now being assessed. it was recommended by the Advisory Committee members, the latest technology and resources, such as Adobe must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

SLO#2 FA2022-SP2023 Graphic

Design - SLO#2 FA2022-SP2023 Upon successful completion of the Viscom program, students will be able to produce original graphic design pieces, using industry-standard programs.

overall on the using the rubric below.

Activity Schedule: Semester 1 SY22-23

Related Documents:

[VisCom Secondary Program](#)

[Assessment 2022.pdf](#)

SLO #2 FA2022-SP2023 ISMP Goal 1:

Local and regional occupational needs. - SLO #2 FA2020-SP2021 ISMP
Goal 1: Advancing Workforce Development and Training Objective
1.1 Respond to local and regional occupational needs.

SLO #2 FA2022-SP2023 ISMP Goal 1:
Local and regional occupational needs. - SLO #2 FA2020-SP2021 ISMP
Goal 1: Advancing Workforce

Portfolio Evaluation - Students will get evaluated in their portfolio with their knowledge and skills gained in the program.

<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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Development and Training Objective
 1.1 Respond to local and regional occupational needs.
SLO Status: Currently being assessed
Program Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A
Type of Industry National Certification: N/A
Historical Assessment Perspective:
 Use of implementation plan from the previous cycle. it was recommended by the Advisory Committee members, the latest technology and resources, such as Adobe, must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

Criterion (Written in %): 70% of the students will score 70% or better on the rating sheet below.
Activity Schedule: Semester 1 SY22-23
Related Documents:
[Assessment Tool 2022 CTVC052.pdf](#)

SLO #2 FA2022-SP2023 TITLE V-B Develop career portfolios. - SLO #2 FA2023-SP2023 TITLE V-B 2.1 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 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A

Portfolio Evaluation - Individual students will create an electronic portfolio which will demonstrate an understanding of the concepts presented in class.
Criterion (Written in %): 70% of the students will score 70% or better overall on the using the rubric below.
Activity Schedule: Student portfolios will be collected annually after each year of the program.
Related Documents:
[Assessment Tool 2022 CTVC053.pdf](#)

<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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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-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. it was recommended by the Advisory Committee members, the latest technology and resources, such as Adobe, must align with the industry standard. Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

SLO #2 FA2022-SP2023 TITLE V-B

Develop career portfolios. - SLO #2 FA2023-SP2023 TITLE V-B 2.1 Develop students' career portfolios documenting curricular and co-curricular activities and achievements that demonstrate college and career explorations, planning, and readiness.

Assessment Unit Four Column Report



Visual Communications AS

<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>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</p> <p>SLO Status: Completed the Assessment Cycle</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Use and implementation of results from the previous cycle.</p>	<p>Rubric - Individual student will create an electronic presentation on a career in Visual Communications.</p> <p>Criterion (Written in %): 80% of the students will score 80% or better on the rating sheet.</p> <p>Activity Schedule: Presentations will be conducted before the end of the semester.</p> <p>Related Documents: Assessment tool for AS Viscom_Careers.pdf</p>	<p>Reporting Period: Fall 2019 - Spring 2020</p> <p>Conclusion: 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. (03/13/2020)</p> <p>Growth Budget Implications/Effect: Over \$500</p> <p>Growth Budget Justification: Some students were not able to complete the assignment due to a lack of equipment and technology needed to accomplish this criterion.</p>	<p>Use of Summary Result: Some students failed to complete this task, mainly due to the interruption of covid and the inaccessibility of technology, wifi, and resources, especially those students who completed this class virtually. Therefore criterion wasn't met. However, this can be a good indicator for the purchase of Adobe, faculty not only can teach students to use the industry tool and be compatible with the workforce requirements, but also provide students with reliable access. (11/09/2022)</p> <p>Implementation Status: Receive budget to purchase the Adobe access so the faculty can meet the assessment criterion. The faculty plans to articulate the secondary credits to post-secondary in the next couple of assessment cycle. (11/09/2022)</p>
<p>SLO #3 FA2019-SP2020 IDEA- Developing skill in expressing oneself orally or in writing - SLO #3 FA2019-SP2020 IDEA-Developing skill in</p>			

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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expressing oneself orally or in writing

SLO #2 FA2019-SP2020 ISMP- Advancing Workforce Development and Training - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training

SLO #2 FA2019-SP2020 ISMP- Advancing Workforce Development and Training - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training
SLO Status: Completed the Assessment Cycle
Start Date: 10/14/2019
End Date: 03/09/2020
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: will use results from previous cycle for comparison

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 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:
[EmployerEvaluation.pdf](#)
[VisCom Program Assessment Tool_practicum_evaluation_form.pdf](#)
[VC292_SLO.Rubric.pdf](#)

Use of Summary Result: In order to achieve the assessment criterion, the department hopes to purchase Adobe to align with the industry standard and be able to prepare the students for workforce requirements.

(11/09/2022)

Implementation Status: The department hopes to request a budget to fulfill this need and execute the articulation for the secondary and post-secondary Viscom. (11/09/2022)

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: Over \$500
Growth Budget Justification: Some students were unable to fulfill this criterion, aside from the interruption of the covid and due to a lack of equipment and technology. Hopefully, with the requested budget, the students can receive technical support and be able to meet this criterion.

Use of Summary Result: In order to achieve the assessment criterion, the department hopes to purchase Adobe to align with the industry standard and be able to prepare the students for workforce requirements. (11/09/2022)

Implementation Status: The department hopes to request a budget to fulfill this need and execute the articulation for the secondary and post-secondary Viscom. (11/09/2022)

SLO#4 FA2019-SP2020 Examine

Rubric - Student will create an

Reporting Period: Fall 2019 - Spring 2020

Use of Summary Result: In order

<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>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.</p> <p>SLO Status: Completed the Assessment Cycle Start Date: 10/14/2019 End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: Use and implement results from the previous cycle.</p>	<p>electronic presentation on a career related to Visual Communications.</p> <p>Criterion (Written in %): 80% of the students will score 80% or better on the rating sheet.</p> <p>Activity Schedule: Spring 2020</p> <p>Related Documents: Assessment tool for AS Viscom_Careers.pdf</p>	<p>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)</p> <p>Growth Budget Implications/Effect: No budget impact Growth Budget Justification: n/a</p>	<p>to achieve the assessment criterion, the department hopes to purchase Adobe to align with the industry standard and be able to prepare the students for workforce requirements. (11/09/2022)</p> <p>Implementation Status: The department hopes to request a budget to fulfill this need and execute the articulation for the secondary and post-secondary Viscom. (11/09/2022)</p>
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<p>Curriculum Review - Curriculum Review</p> <p>SLO Status: Curriculum Review Planned Assessment Cycle: Fall 2021 - Spring 2022 Start Date: 10/11/2021 End Date: 03/14/2022</p> <p>Program Level SLO Industry National Certification: N/A Type of Industry National Certification: . Historical Assessment Perspective: .</p>			
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<p>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.</p>			
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<p>Curriculum Review - Curriculum Review</p>			
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<p>FA2022-SP2023 Curriculum Review -</p>			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

FA2022-SP2023 Curriculum Review

FA2022-SP2023 Curriculum Review -

FA2022-SP2023 Curriculum Review

SLO Status: Curriculum Review

Planned Assessment Cycle: Fall 2022

- Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

Historical Assessment Perspective:

it was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard.

Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success.

FALL2022-SPRING2023 CURRICULUM

REVIEW - FALL2022-SPRING2023

CURRICULUM REVIEW

SLO Status: Curriculum Review

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: FALL2022-SPRING2023

CURRICULUM REVIEW

Historical Assessment Perspective:

FALL2022-SPRING2023 CURRICULUM REVIEW. it was recommended by the Advisory Committee members, the latest technology and resources must align with the industry standard.

Employing the latest technologies, despite the cost, must be integrated to ensure students' learning success

<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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and be able to meet the SLO assessment.

FALL2022-SPRING2023 CURRICULUM REVIEW - FALL2022-SPRING2023 CURRICULUM REVIEW

Assessment Unit Four Column Report



Work Experience (Secondary)

No data found for the selected criteria.

Assessment Unit Four Column Report



zAcademic Technologies

AUOs/SSUOs	Methods/Tools	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>AUO #1 FY 2020 GOAL 1 Technology Resources - AUO #1 FY 2020 GOAL 1 Technology Resources Type your budget goal</p> <p>Outcome Status: Currently being assessed</p> <p>Outcome Type: Spring 2020 - Fall 2020</p> <p>Start Date: 03/09/2020</p> <p>End Date: 10/12/2020</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: Talk technology here...</p> <p>AUO #1 FY 2020 GOAL 1 Technology Resources - AUO #1 FY 2020 GOAL 1 Technology Resources Type your budget goal</p>	<p>Activity audit - Review of activities</p> <p>Criterion (in %): 100% of the review will show evidence of technology needs</p> <p>Activity Schedule: Spring 2020</p>	<p>Data Collection Status/Summary of Result Status: Fall 2020 - Spring 2021</p> <p>Summary of Result Type: Criterion Not Met Expansion of Projection units (10/12/2020)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>Growth Budget Justification: We need to start transitioning to a higher level of projection units in our classrooms.</p>	
<p>AUO#2 ISMP goal: - 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.</p> <p>AUO#2 ISMP goal: - By expanding our educational footprint and leveraging technology, we provide an effective</p>	<p>Document Review - Increase usage of Moodle</p> <p>Criterion (in %): 50% of teachers</p>		

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>means for our students to meet their educational goals. This will also increase access to education for populations that are underserved in the community.</p> <p>Outcome Status: Currently being assessed</p> <p>Outcome Type: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/12/2021</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: ISMP GOAL 5: Modernizing and Expanding Infrastructure and Technology</p>	<p>will be using Moodle by FA21</p> <p>Activity Schedule: FA21</p>		

Assessment Unit Four Column Report



zAutomotive 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</p>			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-
Modernizing and Expanding
Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
factual knowledge (terminology,
classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental
principles, generalizations, or theories
SLO #3 FA2019-SP2020 IDEA-Learning
to apply course material (to improve
thinking, problem solving, and
decisions)

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 #3 FA2019-SP2020 IDEA-
Acquiring skills in working with others
as a member of a team

SLO #3 FA2019-SP2020 IDEA-
Developing creative capacities
(writing, inventing, designing,
performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
a broader understanding and
appreciation of intellectual/cultural
activity (music, science, literature,
etc.)

SLO #3 FA2019-SP2020 IDEA-
Developing skill in expressing oneself
orally or in writing

SLO #3 FA2019-SP2020 IDEA-Learning
how to find and use resources for
answering questions or solving
problems

*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-

Developing a clearer understanding
of, and commitment to, personal
values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate
ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more
by asking questions and seeking
answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
factual knowledge (terminology,
classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental
principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning
to apply course material (to improve
thinking, problem solving, and
decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others
as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities
(writing, inventing, designing,
performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and
appreciation of intellectual/cultural
activity (music, science, literature,
etc.)

SLO #3 FA2019-SP2020 IDEA-

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Developing skill in expressing oneself orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zCEWD Test Center

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>New assessment partners - AUO#1 FA2021-SP2022. Identify new potential vendors for the test center and choose at least one so that new examinations/assessments can be offered.</p> <p>Outcome Status: Currently being assessed</p> <p>Outcome Type: Fall 2021 - Spring 2022</p> <p>Start Date: 10/11/2021</p> <p>End Date: 03/14/2022</p> <p>Program Level SLO Industry</p> <p>National Certification: N/A</p> <p>Historical Assessment Perspective: ISMP Goal 4, Objective 4.1 - Diversify revenue streams</p>	<p>Rubric - Potential test vendors will be evaluated against criteria to help assess whether are partnership/contract is viable at this time.</p>		
<p>New assessment partners - AUO#1 FA2021-SP2022. Identify new potential vendors for the test center and choose at least one so that new examinations/assessments can be offered.</p>			

Assessment Unit Four Column Report



zComputer 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</p>			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-
Modernizing and Expanding
Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
factual knowledge (terminology,
classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental
principles, generalizations, or theories
SLO #3 FA2019-SP2020 IDEA-Learning
to apply course material (to improve
thinking, problem solving, and
decisions)

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 #3 FA2019-SP2020 IDEA-
Acquiring skills in working with others
as a member of a team

SLO #3 FA2019-SP2020 IDEA-
Developing creative capacities
(writing, inventing, designing,
performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
a broader understanding and
appreciation of intellectual/cultural
activity (music, science, literature,
etc.)

SLO #3 FA2019-SP2020 IDEA-
Developing skill in expressing oneself
orally or in writing

SLO #3 FA2019-SP2020 IDEA-Learning
how to find and use resources for
answering questions or solving
problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zConstruction Trades AS (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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

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-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zContinuing Education & Workforce Development (AUO)

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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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SLO #3 FA2019-SP2020 IDEA-
 Developing a clearer understanding
 of, and commitment to, personal
 values

SLO #3 FA2019-SP2020 IDEA-Learning
 to analyze and critically evaluate
 ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-
 Acquiring an interest in learning more
 by asking questions and seeking
 answers

SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)

SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zCosmetology 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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-
 Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-
 Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020
 IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zCriminal Justice 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>
<p>SLO #2 FA2019-SP2020 ISMP- Optimizing Resources - CJ Faculty working on finalizing curriculum review in 2020-2021 academic year Outcome Status: Curriculum Review Outcome Type: Fall 2019 - Spring 2020 Start Date: 10/14/2019 End Date: 03/08/2021 Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: Due to COVID-19, department curriculum review continues and plan to complete soonest.</p>			
<p>FA2021-SP2022 Curriculum Review - FA2021-SP2022 Curriculum Review FA2021-SP2022 Curriculum Review - FA2021-SP2022 Curriculum Review Outcome Status: Curriculum Review Program Level SLO Industry National Certification: N/A Historical Assessment Perspective: FA2021-SP2022 Curriculum Review</p>			

Assessment Unit Four Column Report



zDevelopmental Education

<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>SLO #1 Budget Goal - Evidence Based Needs - To provide appropriate support and resources for student and faculty needs based on evaluations and assessment.</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Outcome Type: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Program Level SLO Industry National Certification: N/A</p> <p>Historical Assessment Perspective: Documentation for additional resources.</p>	<p>Other (indicate the specific tool in the Method field/box) - Student Survey</p> <p>Criterion (Written in %): 80% of DevEd students currently enrolled will complete a survey identifying their needs to succeed in the program.</p> <p>Activity Schedule: Fall 2019</p> <p>Related Documents: Survey Coming Soon.pdf</p>	<p>Data Collection Status/Summary of Result Status: Fall 2019 - Spring 2020</p> <p>Summary of Result Type: 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>Growth Budget Implications/Effect: No budget impact</p> <p>Growth Budget Justification: n/a</p>	<p>Use of Summary Result: 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>Implementation Status: With the tool used, we would need to postpone the next data collection for the next academic year for a 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)</p>
<p>SLO #1 Budget Goal - Evidence Based Needs - To provide appropriate support and resources for student and faculty needs based on evaluations and assessment.</p>			
<p>SLO #2 ISMP Fostering 100% Student-Centered Success -</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>
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Implement innovative strategies and practice flexibility in meeting student needs.

SLO #2 ISMP Fostering 100% Student-Centered Success -
 Implement innovative strategies and practice flexibility in meeting student needs.
Outcome Status: Completed the Assessment Cycle
Outcome Type: 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:
 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](#)

Data Collection Status/Summary of Result Status: Fall 2019 - Spring 2020
Summary of Result Type: 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 Unit Four Column Report



zEarly 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zEducation 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Developing skill in expressing oneself orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zEducation 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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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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SLO #3 FA2019-SP2020 IDEA-
 Developing a clearer understanding
 of, and commitment to, personal
 values
 SLO #3 FA2019-SP2020 IDEA-Learning
 to analyze and critically evaluate
 ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-
 Acquiring an interest in learning more
 by asking questions and seeking
 answers
SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zElectronics Engineering AS (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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Developing skill in expressing oneself orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zElectronics, Computer Science, and Office Technology Department Courses

<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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zEnrollment 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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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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SLO #3 FA2019-SP2020 IDEA-
 Developing a clearer understanding
 of, and commitment to, personal
 values
 SLO #3 FA2019-SP2020 IDEA-Learning
 to analyze and critically evaluate
 ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-
 Acquiring an interest in learning more
 by asking questions and seeking
 answers
SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zGVB 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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zHospitality Industry Management AS (Archive-March 2010)

<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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zHospitality Institute (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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

*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-

Developing a clearer understanding
of, and commitment to, personal
values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate
ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more
by asking questions and seeking
answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
factual knowledge (terminology,
classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental
principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning
to apply course material (to improve
thinking, problem solving, and
decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others
as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities
(writing, inventing, designing,
performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and
appreciation of intellectual/cultural
activity (music, science, literature,
etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)

SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing

SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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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SLO #3 FA2019-SP2020 IDEA-
 Developing a clearer understanding
 of, and commitment to, personal
 values

SLO #3 FA2019-SP2020 IDEA-Learning
 to analyze and critically evaluate
 ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-
 Acquiring an interest in learning more
 by asking questions and seeking
 answers

SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)

SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zJudicial 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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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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SLO #3 FA2019-SP2020 IDEA-
 Developing a clearer understanding
 of, and commitment to, personal
 values
 SLO #3 FA2019-SP2020 IDEA-Learning
 to analyze and critically evaluate
 ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-
 Acquiring an interest in learning more
 by asking questions and seeking
 answers
SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zMasonry 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zMedical 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)

SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)

SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing

SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zNursing 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zNursing Assistant Secondary (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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</p>			

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-
Modernizing and Expanding
Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
factual knowledge (terminology,
classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental
principles, generalizations, or theories
SLO #3 FA2019-SP2020 IDEA-Learning
to apply course material (to improve
thinking, problem solving, and
decisions)

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 #3 FA2019-SP2020 IDEA-
Acquiring skills in working with others
as a member of a team

SLO #3 FA2019-SP2020 IDEA-
Developing creative capacities
(writing, inventing, designing,
performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
a broader understanding and
appreciation of intellectual/cultural
activity (music, science, literature,
etc.)

SLO #3 FA2019-SP2020 IDEA-
Developing skill in expressing oneself
orally or in writing

SLO #3 FA2019-SP2020 IDEA-Learning
how to find and use resources for
answering questions or solving
problems

<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 #3 FA2019-SP2020 IDEA-
 Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-
 Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020
 IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Developing skill in expressing oneself orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zOffice 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Developing skill in expressing oneself orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zPlanning & 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>#1 FA2020 - SP2021. Budget Goal. Expand Technology Use - AUO #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. AUO Status: Completed the Assessment Cycle 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: 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>#1 FA2020 - SP2021. Budget Goal.</p>	<p>Workshop/Conference/Training - Exploring WIOA, Title II sessions will be offered on a specific topic as determined by the participants. Criterion (Written in %): 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>Activity Schedule: Fall 2020 Related Documents: WIOA Technical Assistance Workshop Evaluation Survey Sample (PDF).pdf AUO #1 WIOA Survey Results for Technical Assistance Workshop (Oct 2020 - March 2021) AUO #1 WIOA Technical Assistance Workshop Evaluation Survey (Oct 2020 - March 2021).pdf</p>	<p>Reporting Period: Spring 2021 - Fall 2021 Conclusion: Criterion Met N=5 A total of 5 surveys were given to participants. Eighty percent (80%) participants responded and gave an above satisfactory rating (87%) with the Exploring WIOA, Title II sessions. (02/25/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: To revisited Related Documents: AUO #1 WIOA Survey Results for Technical Assistance Workshop (Oct 2020 - March 2021)</p>	<p>Use of Summary Result: Data is to be used to continually assess the effectiveness of the program to ensure compliance and accurate reporting of the NRS. (03/02/2021) Implementation Status: In order to increase percentage of satisfactory rating for WIOA Informational events being held, some modifications to educational presentations will be made to increase engagement, effectiveness and overall satisfactory rating of WIOA sessions. Status is still pending future sessions and survey results. (04/05/2021) Use of Summary Result: Summary of Results will be used to improve on WIOA, Title II sessions. (02/25/2021) Implementation Status: The team will enhance its methods to increase participation in sessions and maintain high standards on ratings. (04/15/2021)</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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Expand Technology Use - AUO
 #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.

#2 FA2020 - SP2021. ISMP Advancing Workforce Development and Training - AUO#2 FA2020-SP2021
 Progressively Update Workforce Investment Opportunity Act (WIOA), Title II State Plan to align with workforce needs.

#2 FA2020 - SP2021. ISMP Advancing Workforce Development and Training - AUO#2 FA2020-SP2021
 Progressively Update Workforce Investment Opportunity Act (WIOA), Title II State Plan to align with workforce needs.
AUO Status: Completed the Assessment Cycle
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:
 ISMP Goal 1: Advancing Workforce Development and Training
 Objective 1.1 Respond to local and regional occupational needs
 Objective 1.2 Cultivate meaningful partnerships

Federal Regulations - State Plan has to be developed with input from stakeholders.
Criterion (Written in %): 100% of the of the updated WIOA, Title II State Plan will be uploaded onto the P&D WIOA Webpage by the established deadline.
Activity Schedule: Fall 2020
Related Documents:
[WIOA State Plan Extension from 2016 \(To Be Updated\).pdf](#)
[WIOA Guam State Plan 2021 PYs 2020-2023.pdf](#)

Reporting Period: Fall 2020 - Spring 2021
Conclusion: Criterion Met
 N=1
 WIOA Title II State Plan is being reviewed by the USDOL. Upon approval, the updated document will be uploaded onto the CAR webpage (GCC P&D). (03/02/2021)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: n/a
Related Documents:
[AUO #2 WIOA State Plan PYs 2020-2023 \(Draft\).pdf](#)

Use of Summary Result: Through consistent communication and meaningful partnerships with stakeholders, Guam's Workforce Investment Opportunity State Plan will continue to be in line with national and federal standards that serve workforce needs today and into the future. (04/05/2021)

Implementation Status: The overall and final approved State Plan is held at the Federal level. GCC continues to meet submittal deadlines for State Plan related documentation. GCC's WIOA Office will establish enhanced communication and partnerships with stakeholders and Federal entities to ensure Guam's State Plan serves its purpose effectively. More will be known on the next submittal of the State Plan next

*Administrative Unit
Outcomes (AUOs)*

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

Use of Summary Results

year. (04/05/2021)

Use of Summary Result: Continue compliance with USDOL WIOA Title II. (03/02/2021)

Implementation Status: Strategies and methods for enhanced partnerships for stakeholders and Federal partners is being assessed for future improvements in our State Plan updating tasks. A smoother process can be expected in the future with regard to the updating of Guam's State Plan. (04/05/2021)

#3 FA2020 - SP2021 ISMP Fostering 100% Student-Centered Success -

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.

AUO Status: Completed the Assessment Cycle

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:

ISMP Goal 3: Fostering 100%

Student-Centered Success

Objective 2.2 Implement innovative strategies and practice flexibility in meeting student needs

Document Review - DIDR will reflect minimal data exceptions.

Criterion (Written in %): 100% of Student information data will be accurate and complete by the reporting period.

(Document Review: DIDR will reflect appropriate data exceptions.)

Activity Schedule: Fall 2020

Related Documents:

[AUO#3 DIDR Sample.pdf](#)

[AOU #3 DIDR Sample \(Oct 2020-Mar 2021\).pdf](#)

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Criterion Met

To be determined... (04/05/2021)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: None

Related Documents:

[AOU #3 DIDR Sample \(Oct 2020-Mar 2021\).pdf](#)

Use of Summary Result: The use of the NRS and DIDR have improved the quality of reporting and the accuracy of student information with minimal room for error. As such, the State Agency office will continue to use this process to ensure quality and accurate student information and reporting. (04/05/2021)

Implementation Status: The SAO will continue to implement the DIDR review process as a standard procedure since it is effective on safeguarding the integrity of our adult education participants' information and most importantly assures accurate and complete data on USDE's National Reporting System (NRS). To improve this process, the SAO will continue to monitor the DIDR and have a session to review the data with the AEO program specialist to help

<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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minimize repeated data issues.
(04/08/2021)

#3 FA2020 - SP2021 ISMP Fostering 100% Student-Centered Success -

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.

Assessment Unit Four Column Report



zPlanning & Development: High School Equivalency Office

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>#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.</p> <p>Outcome Status: Completed the Assessment Cycle</p> <p>Outcome Type: Fall 2020 - Spring 2021</p> <p>Start Date: 10/12/2020</p> <p>End Date: 03/08/2021</p> <p>Program Level SLO Industry National Certification: Yes</p> <p>Type of Industry National Certification: Successful completers will receive a nationally recognized high school equivalency diploma - GED(R) or HiSET(R).</p> <p>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.</p> <p>Budget Goal: Maintain funding from</p>	<p>Federal Regulations - List of HSE recipients that received their transcript and diplomas on time.</p> <p>Criterion (in %): 100% of HSE recipients will receive a transcript and diploma within 5 and 21 business days, respectively.</p> <p>Activity Schedule: Fall 2020</p> <p>Related Documents:</p> <p>HSE - Certification Updates 2020.pdf</p> <p>Diploma updated 11-Feb-2021.xlsx</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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High School Equivalency sources by adhering to updating documents, policies, etc... as deemed necessary by funding bodies.

#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.

#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.

#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.
Outcome Status: Completed the Assessment Cycle
Outcome Type: 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).
Historical Assessment Perspective:

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 (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 the essay section of the Language Arts-Writing test

AUOs/SSUOs	Methods/Tools	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
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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.

and (3) have a total scaled score of at least 45 points.
Activity Schedule: Fall 2020
Related Documents:
[HSE Completers List - Sample \(PDF\).pdf](#)
[GED Passers Jan 1 to Feb 12 2021.xlsx](#)

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

#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.

#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

General Information Brochures - High School Equivalency office will create an informational materials for the GED and HiSET Programs.
Criterion (in %): Ten Percent (10%) increase in enrollment for the GED and HiSET program during the assessment cycle.

<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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promoting recruitment and enrollment.
Outcome Status: Completed the Assessment Cycle
Outcome Type: 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).
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.

Activity Schedule: Fall 2020
Related Documents:
[Preregistration log - Candidates for HSE.pdf](#)

Assessment Unit Four Column Report



zPre-Nursing 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-
Modernizing and Expanding
Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
factual knowledge (terminology,
classifications, methods, trends)
SLO #3 FA2019-SP2020
IDEA_Learning fundamental
principles, generalizations, or theories
SLO #3 FA2019-SP2020 IDEA-Learning
to apply course material (to improve
thinking, problem solving, and
decisions)
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 #3 FA2019-SP2020 IDEA-
Acquiring skills in working with others
as a member of a team
SLO #3 FA2019-SP2020 IDEA-
Developing creative capacities
(writing, inventing, designing,
performing in art, music, drama, etc.)
SLO #3 FA2019-SP2020 IDEA-Gaining
a broader understanding and
appreciation of intellectual/cultural
activity (music, science, literature,
etc.)
SLO #3 FA2019-SP2020 IDEA-
Developing skill in expressing oneself
orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning
how to find and use resources for
answering questions or solving
problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zProject Aim

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>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.</p> <p>Outcome Status: Currently being assessed</p> <p>Outcome Type: Fall 2019 - Spring 2020</p> <p>Start Date: 10/14/2019</p> <p>End Date: 03/09/2020</p> <p>Historical Assessment Perspective: Historical assessment indicator : 76% of AY2018-2019 participants persisted to the next academic year.</p>	<p>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</p> <p>Criterion (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</p> <p>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</p> <p>Related Documents: SLO1 PERSISTENCE -TRANSCRIPT DOC (1).pdf</p>	<p>Data Collection Status/Summary of Result Status: Fall 2019 - Spring 2020</p> <p>Summary of Result Type: Criterion Met N=147 who persisted to SP2020. Attained Rate 91% of FA2019 participants who enrolled in SP2020 classes. (10/09/2020)</p> <p>Growth Budget Implications/Effect: Over \$5,000</p> <p>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.</p> <p>Related Documents: SLO1 PERSISTENCE -TRANSCRIPT DOC (1).pdf</p>	<p>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)</p> <p>Implementation Status: Based on results, recommend continuity of program services to sustain and support persistence, retention, and completion. (10/09/2020)</p>
<p>SLO #1 FA2019-SP2020: 50% Participants Persistence Rate for</p>			

AUOs/SSUOs	Methods/Tools	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
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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.

ISMP (SLO) #2: 100% Student Centered Success - ISMP (SLO) #2: FA2019 -SP2020 Project AIM participants program services will contribute to 100% Student Centered Success through tutoring services and workshops on financial literacy, mentorship, healthy living & stay smart, advisement activities, financial aid workshops, etc.

ISMP (SLO) #2: 100% Student Centered Success - ISMP (SLO) #2: FA2019 -SP2020 Project AIM participants program services will contribute to 100% Student Centered Success through tutoring services and workshops on financial literacy, mentorship, healthy living & stay smart, advisement activities, financial aid workshops, etc.
Outcome Status: Currently being assessed
Outcome Type: Fall 2019 - Spring 2020
Start Date: 10/14/2019
End Date: 03/09/2020
Historical Assessment Perspective: 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.

Transcript Analysis - Transcript data on Degree Works , Student Access data report
Criterion (in %): At least 70% of all Project AIM TRIO participants in AY2019-2020 will have a 2.00 or better indicating good academic standing.
Activity Schedule: Fall 2019 and Spring 2019 transcripts of all participants will be posted in Student Access data base detailing good academic standing.

Data Collection Status/Summary of Result Status: Fall 2019 - Spring 2020
Summary of Result Type: Criterion Met
 N=1,887 total hours of program services support contributed to 100% Student Centered Success through tutoring services and workshops on financial literacy, mentorship, healthy living & stay smart, advisement activities, financial aid workshops, etc. (10/08/2020)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: Grant budget supports program services
Related Documents:
[PROGRAMSERVICESPAIM.pdf](#)

Data Collection Status/Summary of Result Status: Fall 2019 - Spring 2020
Summary of Result Type: Criterion Met
 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)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: Grant budget supports objective
Related Documents:

Use of Summary Result: Summary results indicate Project AIM TRIO program services integral to promoting 100% student centered success (10/08/2020)
Implementation Status: 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

<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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[GoodAcademicStandingFA2019-SP2020.pdf](#)

was achieved with an attained rate of 81.37% exceeding criterion by 11.37%. (10/08/2020)

Assessment Unit Four Column Report



zRefrigeration & Air Conditioning 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)

SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)

SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing

SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

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-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zStudent 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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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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SLO #3 FA2019-SP2020 IDEA-
 Developing a clearer understanding
 of, and commitment to, personal
 values

SLO #3 FA2019-SP2020 IDEA-Learning
 to analyze and critically evaluate
 ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-
 Acquiring an interest in learning more
 by asking questions and seeking
 answers

SLO #3 FA2019-SP2020 IDEA COPY -
 SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)

SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zSupervision & 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Developing skill in expressing oneself orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zTourism & Hospitality Secondary (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>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p> <p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p> <p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)

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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team

SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)

SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing

SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

Student Learning Outcomes (SLOs)

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

Use of Summary Results

Developing skill in expressing oneself orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zTourism (Lodging Management Program) (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>SLO#1 FA2020-SP2021 Importance of tourism to economy - SLO#1 FA2020-SP2021 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>SLO Status: Completed the Assessment Cycle 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: N/A Historical Assessment Perspective: 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 & Tourism after splitting with Culinary Arts/Foodservice.</p>	<p>Essay Questions - Students will write an essay about the importance of hospitality and tourism industry to the economy. Criterion (Written in %): 70% of students will score at least a 3 of a 4 scale in the Standards-based grading scale. Activity Schedule: Students will complete a short essay after researching information about the hospitality and tourism industry in relations to the economy. Related Documents: Essay rubric.pdf</p>	<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Not Met SLO#1 Summary: 62% of LMP1 students in 5 high schools (or 82 out of 133) scored at least a 3 out of 4 in their essay on the importance of tourism (N=133). (03/07/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A</p> <hr/> <p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Not Met JFK 24% of LMP1 (or 4 out of 17) scored an equivalence of 3 and above for their essay on the importance of tourism (N=17). (03/04/2021)</p>	<p>Use of Summary Result: The most common reason cited for from all high schools for not attaining the 70% criterion is because of students in the Hard Copy mode of learning failed to turn in their work for multiple reasons. This essay assignment needs to be redone when schools eliminate the Hard Copy mode of learning to garner a more accurate picture of students' knowledge about the importance of tourism and hospitality industry to the economy. (03/07/2021)</p> <p>Implementation Status: In AY2021-22, GCC CTE students must be in face-to-face mode of learning. Therefore, this SLO will be redone this school year and anticipated to have better results in meeting the 70% criterion. (10/03/2021)</p> <hr/> <p>Use of Summary Result: The results are due to the effects of the COVID-19 pandemic that impacted school operations. The essay was a requirement early in the academic year and students'</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
		<p>Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A Related Documents: JFK Sample - Importance of Tourism.pdf</p>	<p>submission of assignments was not consistent. Those that did submit an essay were aware of the COVID-19 pandemic and reflected on its impact to the economy. (03/05/2021)</p> <p>Implementation Status: In AY2021-22, GCC CTE students must be in face-to-face mode of learning. Therefore, this SLO will be redone this school year and anticipated to have better results in meeting the 70% criterion. (10/03/2021)</p>
		<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Met THS 70% of LMP 1 students (24 out of 34) completed the essay on the importance of tourism (N=34) (03/03/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A Related Documents: THS Importance of Tourism Student Essay.pdf</p>	<p>Use of Summary Result: The most common reason cited for from all high schools for not attaining the 70% criterion is because of students in the Hard Copy mode of learning failed to turn in their work for multiple reasons. This essay assignment needs to be redone when schools eliminate the Hard Copy mode of learning to garner a more accurate picture of students' knowledge about the importance of tourism and hospitality industry to the economy. (10/03/2021)</p> <p>Implementation Status: In AY2021-22, GCC CTE students must be in face-to-face mode of learning. Therefore, this SLO will be redone this school year and anticipated to have better results in meeting the 70% criterion (10/03/2021)</p>
		<p>Reporting Period: Fall 2020 - Spring 2021</p>	<p>Use of Summary Result: GWHS -</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
		<p>Conclusion: Criterion Not Met GWHS 67% (or 18 out of 27)of LMP1 students submitted their essays (N=27) (03/02/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: Not applicable Related Documents: Importance of Hospitality updated.pdf</p>	<p>only 18 out of 27 students completed this essay assignment. The attainment was difficult and further complicated by the pandemic's two modes of learning (online and hard copy). Hard copy students did not fare well due to the lack of interaction and communication. Recommendation is to re-do this assignment when there are no hard copy mode of learning (so, only online and face-to-face).. (10/03/2021) Implementation Status: In AY2021-22, GCC CTE students must be in face-to-face mode of learning. Therefore, this SLO will be redone this school year and anticipated to have better results in meeting the 70% criterion (10/03/2021)</p>
		<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Met SHS 70% of LMP 1 students completed their essay on the importance of tourism (N=25) (03/02/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: Not applicable Related Documents: SHS -Sample of essay importance of tourism.pdf</p>	<p>Use of Summary Result: The most common reason cited for from all high schools for not attaining the 70% criterion is because of students in the Hard Copy mode of learning failed to turn in their work for multiple reasons. This essay assignment needs to be redone when schools eliminate the Hard Copy mode of learning to garner a more accurate picture of students' knowledge about the importance of tourism and hospitality industry to the economy. (10/03/2021) Implementation Status: In AY2021-22, GCC CTE students</p>

Student Learning Outcomes (SLOs)

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

Use of Summary Results

must be in face-to-face mode of learning. Therefore, this SLO will be redone this school year and anticipated to have better results in meeting the 70% criterion (10/03/2021)

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Criterion Not Met

SSHS 60% of LMP1 students (or 18 out of 30) completed the essay on the importance of tourism (N=60). (03/01/2021)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: Not applicable

Related Documents:

[sample of essay Importance of tourism SSHS.png](#)

Use of Summary Result: SSHS - only 18 out of 30 students completed this essay assignment. The attainment was difficult and further complicated by the pandemic's two modes of learning (online and hard copy). Only 2 out of 10 hard copy students (or 20%) did the work; due to the lack of interaction and communication, HC students failed to do this assignment whereas 17 out of 20 online students (85%) managed to finish the assignment. Recommendation is to re-do this assignment when there are no hard copy mode of learning (so, only online and face-to-face)..

Another concern is some students plagiarized (copied and did not give proper citations) and did not use their own words to write this essay. Recommendation is for all students to receive training in proper citations and using their original work for submission. (03/01/2021)

Implementation Status: In AY2021-22, GCC CTE students must be in face-to-face mode of learning. Therefore, this SLO will be redone this school year and

Student Learning Outcomes (SLOs)

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

Use of Summary Results

anticipated to have better results in meeting the 70% criterion. (10/03/2021)

SLO#1 FA2020-SP2021 Importance of tourism to economy - SLO#1 FA2020-SP2021

Upon successful completion of this program, students will be able to describe the importance of the hospitality and tourism industry to the economy.

SLO#3 FA2020-SP2021 Secondary Title VB Implement CTE with applied academics - SLO#3 FA2020-SP2021

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)

SLO#3 FA2020-SP2021 Secondary Title VB Implement CTE with applied academics - SLO#3 FA2020-SP2021

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)

SLO Status: Completed the

Other (indicate the specific tool in the Method field/box) - Title VB Quarterly reports from each site schools that provide evidence of CTE students' accomplishments and college/career readiness activities. **Criterion (Written in %):** 100% of all Hospitality & Tourism faculty to submit Title VB Quarterly reports.

Activity Schedule: Faculty will complete the Oct-Dec 2020 Title VB quarterly report in December, 2020.

Related Documents:
[Title V-B Qtly Report template.pdf](#)

Reporting Period: Fall 2020 - Spring 2021

Conclusion: Criterion Met

SLO#3: 100% of all six high schools' Lodging Management Program submitted the Title V-B Quarterly reports in December 2020 (N=6). (03/01/2021)

Growth Budget Implications/Effect: No budget impact

Growth Budget Justification: Not applicable

Related Documents:

[GWHS.pdf](#)

[JFKHS.pdf](#)

[OHS.pdf](#)

[SHS.pdf](#)

[SSHS.pdf](#)

Use of Summary Result: All of the quarterly reports from each school highlighted student activities that help prepare them for college and career. These reports can be shared among the department faculty so that best practices may be duplicated. With the online mode of learning, LMP students from different schools can come together virtually to learn from each other, too. (03/01/2021)

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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Assessment Cycle
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
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.

[THS.pdf](#)

Implementation Status: All LMP instructors will continue to submit Title VB Quarterly Reports in a timely manner and shared with each other to garner ideas of best practices. (10/03/2021)

SLO#2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success - SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success
SLO Status: Completed the Assessment Cycle
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
 SLO#2: 81% of LMP students in 5 high schools (or 95 out of 117) scored 70% or better in their employment skills (resume and interview) (N=117). (03/07/2021)
Growth Budget Implications/Effect: No budget impact
Growth Budget Justification: N/A

Use of Summary Result:
 Employment skills is an important part of our CTE program as we prepare students for the world of work. Instructors need to look at why some students did not do well in their resume or interview and provide remedial work for improvement. We need to strive for 100% student-centered success to prepare them for career. (03/07/2021)

Implementation Status: Goal for AY2021-22 is for all six LMP at DOE high schools to score 70% or better in the employment skills. (10/03/2021)

Reporting Period: Fall 2020 - Spring 2021
Conclusion: Criterion Not Met
 JFK 62% of LMP2 students (or 13 out 21) are proficient in employment preparedness (N=21) with their resume. Only 57% (or 12 out of 21) were able to complete their job interview skills test (N=21). (03/04/2021)
Growth Budget Implications/Effect: No budget impact

Use of Summary Result: The results reflect the impact of the COVID-19 pandemic on school operations. The majority of the students that did not meet the criterion were hardcopy students. The interview skills test was

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
		<p>Growth Budget Justification: N/A Related Documents: JFK Sample - Interview Rubric.pdf JFK Sample - Resume (1).pdf</p>	<p>through a virtual conference and many attempts were made for hardcopy students to schedule a virtual conference. (03/05/2021) Implementation Status: Goal for AY2021-22 is for JFK students to score 70% or better in the employment skills. (10/03/2021)</p>
		<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Met SHS 93% of LMP students (14 out of 15) scored 70% or better in their interview quiz (N=15) (03/03/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: Not applicable Related Documents: SHS - Sample resume and interview questions.pdf</p>	<p>Use of Summary Result: SHS students met this criterion; With F2F instruction in AY2021-22, it will be easier to do interview role plays. (10/03/2021) Implementation Status: SHS LMP students will maintain 70% or better in meeting this criterion in AY2021-22. (10/03/2021)</p>
		<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Met THS 73% (16 of 22) of LMP students scored 70% or better in their interview quiz (n=22) (03/03/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A Related Documents: Interview Quiz.pdf LMP II Student Resume.pdf</p>	<p>Use of Summary Result: THS LMP students should be able to attain higher than 70% in AY2021-22 when all students return to F2F instructions. (10/03/2021) Implementation Status: THS LMP students will maintain 70% or better in meeting this criterion. (10/03/2021)</p>
		<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Met GWHS 70% of LMP2 students (14 out of 20) were able to prepare a resume and created interview questionnaire (N=20) (03/02/2021) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: Not applicable Related Documents: KD resume.pdf GWHS Interview Updated.pdf</p>	<p>Use of Summary Result: GWHS will continue to improve to exceed the 70% criterion in AY2021-22 since there will only be one mode of learning for CTE (F2F). (10/03/2021) Implementation Status: Goal for AY2021-22 is for GWHS to score 70% or better in the employment skills (10/03/2021)</p>

Student Learning Outcomes (SLOs)	Artifact/Instrument/Rubric /Method/Tool Description	Data Collection Status/Summary of Results (N=?)	Use of Summary Results
<p>SLO#2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success - SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success</p>		<p>Reporting Period: Fall 2020 - Spring 2021 Conclusion: Criterion Met SSHS 97% of LMP students (or 38 out of 39) 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 Related Documents: DS resume.pdf</p>	<p>Use of Summary Result: Employment skills are critically important to prepare students for the workplace. In addition to preparing a resume and taking a quiz on interviews, students will need to role play interviews so as to gain confidence in this important skill. (03/01/2021) Implementation Status: Goal for AY2021-22 is for SSHS LMP students to score 70% or better in the employment skills. (10/03/2021)</p>
<p>SLO#1 FA2022-SP2023 Perform Basic Hotel Skills - SLO#1 FA2022-SP2023 Upon successful completion of the secondary hospitality program the students will be able to perform basic skills in hotel operations.</p> <p>SLO#1 FA2022-SP2023 Perform Basic Hotel Skills - SLO#1 FA2022-SP2023 Upon successful completion of the secondary hospitality program the students will be able to perform basic skills in hotel operations.</p> <p>SLO Status: Currently being assessed Program Assessment Cycle: Fall 2022 - Spring 2023 Start Date: 10/10/2022 End Date: 03/13/2023 Program Level SLO Industry National Certification: N/A</p>	<p>Rubric - Students will be able to answer the telephone according to the Telephone Etiquette Rubric. Criterion (Written in %): 90% of students performing this basic hotel skill will be able to score 80% or greater using the rubric. Activity Schedule: Faculty will conduct the telephone skills, evaluate students' performance, and collect data in fall 2022. Related Documents:</p>	<p>Reporting Period: Spring 2022 - Fall 2022 Conclusion: Criterion Met N=42 (01/12/2023) Growth Budget Implications/Effect: No budget impact Growth Budget Justification: N/A</p>	

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: N/A

Historical Assessment Perspective:

Use and implementation of results from the previous cycle.

[Telephone Etiquette Rubric.pdf](#)

SLO#2 FA2022-SP2023 ISMP -

Fostering 100% Student-Centered

Success - SLO#2 FA2022-SP2023 ISMP

Objective 2.1 Enhance the professional development process for all employees.

SLO Status: Currently being assessed

Program Assessment Cycle: Fall 2022 - Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

Historical Assessment Perspective:

Use and implementation of results from the previous cycle.

Employee-Faculty Satisfaction

Survey - Department faculty will complete a survey to gauge the level of satisfaction with the professional development process and after taking departmental professional development activity.

Criterion (Written in %): 100% of Hospitality and Tourism Department faculty will score a 4 or above from a scale of 1 to 5 for satisfaction with the department's professional development process.

Activity Schedule: Department to develop survey instrument. Department faculty will take survey upon the completion of departmental professional development activity.

SLO#2 FA2022-SP2023 ISMP -

Fostering 100% Student-Centered

Success - SLO#2 FA2022-SP2023 ISMP

Objective 2.1 Enhance the professional development process for all employees.

SLO#3 FA2022-SP2023 Title V-B Goal

-Increase of Work Experience

Program participation - SLO#3

FA2022-SP2023 Title V-B

Goal/Objective 2.2 - Upon successful completion of this assessment cycle, there will be an increase the

Student Learning Outcomes (SLOs)

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

Use of Summary Results

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

SLO#3 FA2022-SP2023 Title V-B Goal

-Increase of Work Experience

Program participation - SLO#3

FA2022-SP2023 Title V-B

Goal/Objective 2.2 - Upon successful completion of this assessment cycle, there will be an increase the participation in and effective completion of Work Experience in all CTE programs.

SLO Status: Currently being assessed

Program Assessment Cycle: Fall 2022

- Spring 2023

Start Date: 10/10/2022

End Date: 03/13/2023

Program Level SLO Industry

National Certification: N/A

Type of Industry National

Certification: N/A

Historical Assessment Perspective:

Use and implementation of results from the previous cycle.

Assessment Unit Four Column Report



zWelding 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
 SLO #2 FA2019-SP2020 ISMP-
 Modernizing and Expanding
 Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining
 factual knowledge (terminology,
 classifications, methods, trends)
 SLO #3 FA2019-SP2020
 IDEA_Learning fundamental
 principles, generalizations, or theories
 SLO #3 FA2019-SP2020 IDEA-Learning
 to apply course material (to improve
 thinking, problem solving, and
 decisions)
 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 #3 FA2019-SP2020 IDEA-
 Acquiring skills in working with others
 as a member of a team
 SLO #3 FA2019-SP2020 IDEA-
 Developing creative capacities
 (writing, inventing, designing,
 performing in art, music, drama, etc.)
 SLO #3 FA2019-SP2020 IDEA-Gaining
 a broader understanding and
 appreciation of intellectual/cultural
 activity (music, science, literature,
 etc.)
 SLO #3 FA2019-SP2020 IDEA-
 Developing skill in expressing oneself
 orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning
 how to find and use resources for
 answering questions or solving
 problems

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-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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

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.

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.

Assessment Unit Four Column Report



zWelding 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>
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-Optimizing Resources SLO #2 FA2019-SP2020 ISMP-Modernizing and Expanding Infrastructure and Technology</p>			
<p>Historical Assessment Perspective: Discuss how your unit's assessment history informs this current assessment or how this current assessment will inform future improvement efforts.</p>			
<p>ISMP 2020-2026 COPY - SLO #2 FA2019-SP2020 ISMP-Advancing Workforce Development and Training SLO #2 FA2019-SP2020 ISMP-Fostering 100% Student-Centered Success SLO #2 FA2019-SP2020 ISMP-Leveraging Transformational Engagement and Governance SLO #2 FA2019-SP2020 ISMP-</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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Optimizing Resources
SLO #2 FA2019-SP2020 ISMP-
Modernizing and Expanding
Infrastructure and Technology

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)
SLO #3 FA2019-SP2020 IDEA_Learning fundamental principles, generalizations, or theories
SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)
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 #3 FA2019-SP2020 IDEA-Acquiring skills in working with others as a member of a team
SLO #3 FA2019-SP2020 IDEA-Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
SLO #3 FA2019-SP2020 IDEA-Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
SLO #3 FA2019-SP2020 IDEA-Developing skill in expressing oneself orally or in writing
SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems

<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 #3 FA2019-SP2020 IDEA-

Developing a clearer understanding of, and commitment to, personal values

SLO #3 FA2019-SP2020 IDEA-Learning

to analyze and critically evaluate ideas, arguments, and points of view

SLO #3 FA2019-SP2020 IDEA-

Acquiring an interest in learning more by asking questions and seeking answers

SLO #3 FA2019-SP2020 IDEA COPY -

SLO #3 FA2019-SP2020 IDEA-Gaining factual knowledge (terminology, classifications, methods, trends)

SLO #3 FA2019-SP2020

IDEA_Learning fundamental principles, generalizations, or theories

SLO #3 FA2019-SP2020 IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)

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 #3 FA2019-SP2020 IDEA-

Acquiring skills in working with others as a member of a team

SLO #3 FA2019-SP2020 IDEA-

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

SLO #3 FA2019-SP2020 IDEA-Gaining

a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

SLO #3 FA2019-SP2020 IDEA-

<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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Developing skill in expressing oneself orally or in writing
 SLO #3 FA2019-SP2020 IDEA-Learning how to find and use resources for answering questions or solving problems
 SLO #3 FA2019-SP2020 IDEA-Developing a clearer understanding of, and commitment to, personal values
 SLO #3 FA2019-SP2020 IDEA-Learning to analyze and critically evaluate ideas, arguments, and points of view
 SLO #3 FA2019-SP2020 IDEA-Acquiring an interest in learning more by asking questions and seeking answers

Historical Assessment Perspective: .

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

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.

<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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- 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.

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.

Assessment Unit Four Column Report



zWorkKeys® Program

<i>AUOs/SSUOs</i>	<i>Methods/Tools</i>	<i>Data Collection Status/Summary of Results (N=?)</i>	<i>Use of Summary Results</i>
<p>FA2019-SP2020 - SSUO#1 GDOE Student Workplace Readiness - SLO #1 FA2019-SP2020 ISMP-Advancing Workforce Development and Training</p> <p>With the implementation of the WorkKeys Curriculum across the Guam Department of Education (GDOE) high schools, students will demonstrate competency in workplace ready skills levels, which are recognized with the ACT WorkKeys National Career Readiness Certificate as Bronze, Silver, Gold, or Platinum.</p> <p>Outcome Status: Curriculum Review Start Date: 10/14/2019 End Date: 03/09/2020 Historical Assessment Perspective: The number of students who earn the ACT WorkKeys National Career Readiness Certificate will be insightful in modifying program curriculum for future improvement efforts</p>	<p>Standardized Test - Students who successfully complete the WorkKeys Assessment will earn the ACT WorkKeys National Career Readiness Certificate. In ascending order the certificate results are Bronze, Silver, Gold, and Platinum</p> <p>Criterion (in %): Seventy percent (70%) of the students who complete the WorkKeys Assessment will demonstrate workplace ready skill levels and earn the ACT WorkKeys National Career Readiness Certificate at Bronze, Silver, Gold, or Platinum.</p> <p>Activity Schedule: The WorkKeys Assessment will be conducted on a semester basis and the results of this standardized test will be collected at the end of each test session.</p>	<p>Data Collection Status/Summary of Result Status: Fall 2019 - Spring 2020</p> <p>Summary of Result Type: Criterion Not Met</p> <p>Sixty-four (64%) percent of the 147 students who participated in the WorkKeys Program and completed the WorkKeys Assessment earned the ACT WorkKeys National Career Readiness Certificate. (07/20/2020)</p> <p>Growth Budget Implications/Effect: No budget impact Growth Budget Justification: Anticipating increase in student participation and student completion of the WorkKeys Assessment.</p> <p>Related Documents: SY19-20 GDOE WorkKeys Results.pdf</p>	<p>Use of Summary Result: Due to the COVID-19 pandemic, GDOE school year 2019-2020 classes were cancelled for the remainder of the school year and students were encouraged to participate in distance learning until May 22, 2020. GDOE schools remain closed pursuant to Executive Orders issued by Governor Lourdes Leon Guerrero. This school closure inhibits the administration of the WorkKeys Assessment for test integrity and security reasons, with remote testing unavailable at this time. Scheduled assessments for the remainder of SY2019-2020 were postponed until further notice. Need extension of FY19-20 funds to administer assessments (07/20/2020)</p> <p>Implementation Status: Scheduled assessments for the remainder of SY2019-2020 are postponed until further notice. Need confirmation for extension of FY19-20 funds to administer assessments (07/20/2020)</p>

FA2019-SP2020 - SSUO#1 GDOE

<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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Student Workplace Readiness - SLO
 #1 FA2019-SP2020 ISMP-Advancing
 Workforce Development and Training

With the implementation of the WorkKeys Curriculum across the Guam Department of Education (GDOE) high schools, students will demonstrate competency in workplace ready skills levels, which are recognized with the ACT WorkKeys National Career Readiness Certificate as Bronze, Silver, Gold, or Platinum.