Strategic Planning and Core Themes:

Supporting Activity Status Report 2014-15

Please provide a brief summary on progress to date through summer, 2015, and include any supporting data. Please have all status reports returned to Cathy Fulkerson by January 15, with copy to Brandis Senecal.

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| --- | --- | --- | --- |
| Core Theme No. | Objective No. | Indicator No. | Supporting Activity No. |
| 2 | 2.1 | b | 1 |

Primary Assignee: Dean of Business and Technology

Other Assignees: CTE College Credit Coordinator

Summary:

In 2015-2016 the program fully transitions from Tech Prep to CTE College Credit. Please change the Strategic Plan to reflect that, if you can. The change from Tech Prep to CTE College Credit is likely to impact numbers in FY 2016, because the standards for receiving CTE College Credit are higher than that of Tech Prep. Students are now required to 1)Complete three year CTE course sequence, 2) Receive 3.0 GPA in that course sequence, 3)Pass Technical Assessment, and 4)Pass Employability Skills assessment. Under the previous Tech Prep model, they were only required to complete one course with a B or better.

The new CTE College Credit model will reduce the number of articulation agreements that GBC offers, because the new joint policy restricts articulation agreements to only the CTE high school programs that have a direct pathway into a GBC degree, resulting in articulation agreements that are program focused, not course focused. In addition, the new statewide agreements are between GBC and the Nevada Department of Education, instead of to each high school, resulting in duplicate numbers of articulation agreements at individual school districts/high schools.

The CTE College Credit program incorporated a position into the CTE College Credit grant for a CTE College Credit program assistant in 2014-2015 for data collection purposes. The CTE College Credit Program Assistant has been working on validating student data regarding students in the CTE College Credit program, including the TECP group. Students were originally designated in Peoplesoft in the TECP group if they had applied to the program. We went through the students enrolled in Fall 2014 and Spring 2015 to remove any students enrolled at GBC who were in the TECP group that did not receive any Tech Prep credit. Those activities will continue each fall and spring until which the TECP group only contains students that received Tech Prep or CTE College Credit students.

For the 2015-2016 academic year, GBC CTE College Credit office currently has 21 fully executed statewide articulation agreements, 1 local agreement, 3 in progress, and 2 in holding (pending new degree approval by the Board of Regents).

Number of Courses articulated for FY ’14 is 60. FY’ 15 is 62

\*\*\*CTE College Credit coordinator is currently working with IRE to report the actual headcount, number of students and credits awarded\*\*\*

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| **2.1.b.** | **Tech Prep headcount and number of credits and courses awarded** | | | | | | |  |  |  |
|  |  |  |  | **FY2011** | **FY2012** | **FY2013** | **FY2014** | **FY2015** |  |  |
|  |  |  | No. of Students | 171 | 169 | 145 | 182 | 153 |  |  |
|  |  |  | No. of credits | 703 | 709 | 580 | 935 | 809 |  |  |
|  |  |  | No. of Courses Articulated | 84 | 63 | 57 | 60 | 62 |  |  |
|  | Note: The number of courses is by high school. | | | |  |  |  |  |  |  |
| See TechPrep Courses\_hs for list of classes to exclude from Heather Steel | | | | | | | |  |  |  |
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| Original |  |  |  |  |  |  |  |  |  |  |
| **2.1.b.** | **Tech Prep headcount and number of credits and courses awarded** | | | | | | |  |  |  |
|  |  |  |  | **FY2009** | **FY2010** | **FY2011** | **FY2012** | **FY2013** | **FY2014** | **FY2015** |
|  |  |  | No. of Students | 48 | 110 | 222 | 173 | 139 |  |  |
|  |  |  | No. of credits | 257 | 523 | 961 | 749 | 556 |  |  |
|  |  |  | No. of Courses Articulated | 69 | 64 | 84 | 63 | 57 |  |  |
|  | Note: The number of courses is by high school. | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | **Expectation:** | | Maintain an increasing trend over time | | | |  |  |  |  |