

1. Assessment Plan - Four Column



PIE - Technology & Health: Tech Ed Resource Center (TERC) Unit

Narrative Reporting Year

2018-19

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Program Planning Dialog: This is the TERC's first year creating a PIE. The TERC is excited for the opportunity to create and revise goals and plans. Goals for the 18-19 academic year included an increase in student access to academic support which would show an increase in student success (course completion, certificate completion, graduation and/or transfer rates).

External Conditions, Trends, or Impacts: The three factors that have challenged the TERC and have produced a negative impact are:

1. The Spring 2018 Business Division move to the BCT complex in which the TERC had lost all the Business Division students since they no longer are located near the TERC.
2. Negative enrollment campus-wide in addition to the Tech and Health departments has definitely had a negative impact on the TERC enrollment.
3. The Spring 2019 closure of the area designated for the future Student Center building no longer allows students who walk across campus to have access to the TERC from the west. This isolates the TERC physically and detracts access.

Despite challenges that these external conditions have had, they reflect the hard work and dedication of the TERC staff to look for creative solutions and seek collaborations with faculty and staff in order to bring academic support to all CTE students.

Internal Conditions, Trends, or Impacts : There are a few different internal conditions that impact the TERC.

1. The TERC lost workroom/storage space; therefore, the bookshelves and laptop cart are on the main floor in an unsecured location. The TERC needs more space for items that belong in a workroom/storage, such as a microwave, refrigerator, water dispenser, tables/chairs, shelving for books, laptop cart, locked shelving and cabinets for supplies and storage of personal belongings and expensive equipment (i.e. microscopes, electronics equipment).
2. There is a lack of quiet study areas in the TERC. When larger groups are working it can become too loud for the others that are working quietly since there is no separation between the spaces.
3. The TERC has gained an additional day in which students can see the counselor.

Critical Decisions Made by Unit: This past year we have made critical decisions that have had a positive impact.

1. We hired specialty tutors in the fields of Electronics, CIS, Paralegal, Aeronautics, and HistoTech.
2. We asked for the ability to maintain the TERC budget.
3. We requested and were approved to purchase technology for the TERC.
4. We decided to modify our goals for next academic year based on the results of our research.
5. We now have Friday hours for students..
6. We now register and process the student registration cards of TERC independently.
7. We asked for six additional tables and twenty chairs.
8. As of week thirteen of Spring we decided we will allow non-CTE students to be able to use the TERC. This has not yet affected our numbers since we have not yet marketed this information.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: The TERC hired more specialized tutors in order to increase student success in those programs.

The TERC has had electronic equipment, books, and microscopes.

TERC students have won scholarships and two Aero students that were TERC "regulars" have won scholarships as well.

Two TERC Aeronautics tutors were placed in excellent full-time opportunities in their fields. One Aeronautics tutor will work in Hawaii this summer flying skydivers.

The Office of RIE team has concluded that the results demonstrate a clear relationship between TERC use and increased degree of awards. The trend for certificates is less strong, though there is a consistent pattern indicating that TERC students earn certificates at slightly higher rates than those who do not attend TERC.

Notable Achievements for Theme B: To Support Student Access and Success: The TERC has made a direct impact in terms of student access to academic support which is in line with College Goals #4, #5, and #6 under Theme B: To Support Student Access and Success of our institutional goals.

One outcome that is of importance to Equity Related Outcomes is our increase in numbers despite three major factors listed above. The TERC has seen a considerable change from Spring 2017 to Spring 2018, however, because of the challenges our numbers show a definite impact. Despite the growth, Spring 2018 swipe-in data was mostly less than the previous year (by about 500 students). However despite these challenges, Spring 2019 has seen an increase in numbers compared to Spring 2018 for Weeks 1, 3, 5, 8, 10. This increase in student visits indicate that more students have access to academic support.

Students in targeted areas of ADJU and FIRE indicate a trend for greater success in coursework taken concurrently with TERC. When considering Latino and African American male TERC students separately, the trend for ADJU and FIRE is the same as for the overall sample; students are more successful in coursework concurrent with TERC.

Overall, 234 students had four or more Technology and Health TERC visits in a single term for at least one term out of the Fall 2017 and Spring 2018 terms, and concurrently completed TERC-related coursework in either ADJU, AERO, or FIRE. Of these students, 152 had taken TERC-related coursework prior to their TERC term during a Fall or Spring term from Fall 2016 to Fall 2017. The success rate for TERC term ADJU students (n = 53) was higher (79.6%) than the success rate for prior ADJU coursework (69.1%, n = 37), representing an 11% increase. For AERO students, the TERC term (n = 123) success rate was lower (76.6%) than prior AERO coursework (79%, n = 82), a 2.5% decrease. Finally for FIRE students, the TERC term (n = 58) success rate was higher (67.7%) than prior FIRE coursework (55.2%, n = 33), which is a 12.6% increase.

Overall, 114 of the original 234 TERC students in Fall 2017 and Spring 2018 were Latino or African American and male. Of this group, 61% (n = 70) had taken TERC-related coursework prior to their TERC term. The success rate for TERC term ADJU students (n = 25) was higher (78.3%) than the success rate for prior ADJU coursework (73.9%, n = 18), representing a 4.4% increase. For AERO students, the TERC term (n = 46) success rate was higher (74.2%) than prior AERO coursework (72.2%, n = 31), a 2.5% increase. Finally for FIRE students, the TERC term (n = 43) success rate was higher (61.2%) than prior FIRE coursework (48.6%, n = 21), which is a 12.6% increase.

A Banner was requested by the TERC from the Division budget to be placed on the outside of the TERC building to bring more awareness to students walking by the TERC.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: The TERC faculty positions are now being funded under Continuing Education, which has allowed Mt. SAC to collect apportionment.

The TERC was approved for a technology upgrade for approximately \$48,000 from Student Equity. This technology upgrade will improve the student's ability to work on desktop computers or laptops as well as work on electronics equipment that will help them succeed in their program.

The TERC has received electronics equipment, textbooks, manuals, flashcards, microscopes, slides, and a skeleton so that students can have these resources while they are studying and working with staff.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: The TERC is actively involved in the Tutor Coordinators Group and serves on the Marketing sub-committee group. In the Marketing Sub-Committee the TERC helped plan the first Student Success Fair in March. This Student Success Fair was very "successful" in increasing access to student support services. There is a plan to do this each semester.

The TERC has worked very closely with faculty in the following programs across three divisions: Paralegal, HistoTech, Aviation, Electronics, and CIS. This collaboration has resulted in the acquisition of not only resources for the TERC, but also of tutor recommendations, skills workshops, and review sessions.

The TERC hosts two counselors each semester to hold counseling hours here in the TERC in which students do not need to make an appointment nor do they have a time limit which means they are not rushed.

Contributors to the Report: Shazia Aziz and Leslie Plesetz

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Equity - To increase academic support services to underrepresented populations **Report directly on Goal**

Reporting Year: 2018-19
% Completed: 100

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21</p> <p>Date Goal Entered (Optional): 11/15/2018</p>	<p>Report directly on Goal</p>	<p>The TERC has made a direct impact in terms of student access to academic support which is in line with College Goals #4, #5, and #6 under Theme B: To Support Student Access and Success of our institutional goals.</p> <p>One outcome that is of importance to Equity Related Outcomes is our increase in numbers despite three major factors listed above.</p> <p>The TERC has seen a considerable change from Spring 2017 to Spring 2018, however, because of the challenges our numbers show a definite impact. Despite the growth, Spring 2018 swipe-in data was mostly less than the previous year (by about 500 students). However despite these challenges, Spring 2019 has seen an increase in numbers compared to Spring 2018 for Weeks 1, 3, 5, 8, 10. This increase in student visits indicate that more students have access to academic support.</p> <p>Students in targeted areas of ADJU and FIRE indicate a trend for greater success in coursework taken concurrently with TERC. When considering Latino and African American male TERC students separately, the trend for ADJU and FIRE is the same as for the overall sample; students are more successful in coursework concurrent with TERC.</p> <p>Overall, 234 students had four or more Technology and Health TERC visits in a single term for at least one term out of the Fall 2017 and Spring 2018 terms, and concurrently completed TERC-related coursework in either ADJU, AERO, or FIRE. Of these students, 152 had taken TERC-related coursework prior to their TERC term during a Fall or Spring term from Fall 2016 to Fall 2017. The success rate for TERC term ADJU students (n = 53) was higher (79.6%) than the success rate for prior ADJU coursework (69.1%, n = 37), representing an 11% increase. For AERO students, the TERC term (n = 123) success rate was lower (76.6%) than prior AERO coursework (79%, n = 82), a 2.5% decrease. Finally for FIRE students, the TERC term (n = 58) success rate was higher (67.7%) than prior FIRE coursework (55.2%, n = 33), which is a 12.6% increase.</p>

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Report directly on Goal

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Request - Full Funding Requested - Instructional Equipment
Describe Plans & Activities Supported (Justification of Need):
 To increase student access to equipment, library material, and technology in order support academic needs of disproportionately impacted students. This will cover the cost of replacing outdated materials including textbooks, equipment, and technology.
Lead: Shazia J. Aziz and Leslie Plesetz
What would success look like and how would you measure it?: Success would indicate an increase in the amount of equipment, library material, or technology that disproportionately impacted students have access to. This can be measured by an increase in student usage which can be analyzed using the WMS.
Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or

Reporting Year: 2018-19
% Completed: 100
 The TERC was approved for a technology upgrade for approximately \$48,000 from Student Equity. This technology upgrade will improve the student's ability to work on desktop computers or laptops as well as work on electronics equipment that will help them succeed in their program.
 The TERC has received electronics equipment, textbooks, manuals, flashcards, microscopes, slides, and a skeleton so that students can have these resources while they are studying and working with staff. (06/07/2019)

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

Planning Unit Priority: Medium

Documentation Attached?: No

On-Going Funding Requested (if applicable): 40000

Request - Full Funding Requested -

Instructional supplies and materials to be used by students, faculty, and other TERC personnel less than \$500 to be determined based on need.

Describe Plans & Activities

Supported (Justification of Need):

Criteria for student success for this resource is providing instructional resources for the TERC in order to facilitate student success can be measured by an increase in student access to instructional materials and for the staff to be able to provide academic support.

Lead: Shazia J. Aziz and Leslie Plesetz

What would success look like and

how would you measure it?: Success would indicate an increase in the amount of instructional supplies and materials that disproportionately impacted students have access to.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: High

On-Going Funding Requested (if

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

applicable): 5000

Request - Full Funding Requested -

Instructional Materials

Describe Plans & Activities

Supported (Justification of Need):

The proposed activity is tutoring, presentations, and workshops that can be measured by an increase in student access to academic support. The instructional materials will help the staff provide academic support. These consist of other instructional resources that do not fall under the category of equipment, library materials, or technology.

Lead: Shazia J. Aziz and Leslie Plesetz

What would success look like and

how would you measure it?: Success would indicate an increase in the amount of instructional materials as learning resources which develop facts, skills, or opinions to develop cognitive processes that disproportionately impacted students have access to.

Type of Request: LOTTERY:

Instructional materials that are designed for use by pupils and their teachers as a learning resource and help pupils acquire facts, skills, or opinions or to develop cognitive processes.

Planning Unit Priority: Medium

Documentation Attached?: No

On-Going Funding Requested (if applicable): 5000

Request - Full Funding Requested -

Marketing Materials

Describe Plans & Activities

Supported (Justification of Need):

Reporting Year: 2018-19

% Completed: 25

A Banner was purchased by the Division and placed on the outside of the TERC building to bring more awareness to

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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For this resource, the criteria for student success is an increase in access to the TERC in order to reach more students and increase access to disproportionately impacted students.

Lead: Shazia J. Aziz and Leslie Plesetz

What would success look like and how would you measure it?: Success would indicate an increase in TERC student registration which indicates an increased access to academic support to disproportionately impacted students.

Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High

Documentation Attached?: No

On-Going Funding Requested (if applicable): 3000

students walking by the TERC. (06/07/2019)

<p>Academic Support and Resources - CTE student populations in the targeted programs of Administration of Justice, Aeronautics, and Fire Technology who have been identified as disproportionately impacted by the Office of Research and Institutional Effectiveness will demonstrate a 5% increase in course success, program completion, or transfer rates after receiving support services in the TERC.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21</p> <p>Date Goal Entered (Optional):</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 100</p> <p>The TERC has made a direct impact in terms of student access to academic support which is in line with College Goals #4, #5, and #6 under Theme B: To Support Student Access and Success of our institutional goals.</p> <p>One outcome that is of importance to Equity Related Outcomes is our increase in numbers despite three major factors listed above.</p> <p>The TERC has seen a considerable change from Spring 2017 to Spring 2018, however, because of the challenges our numbers show a definite impact. Despite the growth, Spring 2018 swipe-in data was mostly less than the previous year (by about 500 students). However despite these challenges, Spring 2019 has seen an increase in numbers compared to</p>
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04/15/2019	Report directly on Goal	<p>Spring 2018 for Weeks 1, 3, 5, 8, 10. This increase in student visits indicate that more students have access to academic support.</p> <p>Students in targeted areas of ADJU and FIRE indicate a trend for greater success in coursework taken concurrently with TERC. When considering Latino and African American male TERC students separately, the trend for ADJU and FIRE is the same as for the overall sample; students are more successful in coursework concurrent with TERC.</p> <p>Overall, 234 students had four or more Technology and Health TERC visits in a single term for at least one term out of the Fall 2017 and Spring 2018 terms, and concurrently completed TERC-related coursework in either ADJU, AERO, or FIRE. Of these students, 152 had taken TERC-related coursework prior to their TERC term during a Fall or Spring term from Fall 2016 to Fall 2017. The success rate for TERC term ADJU students (n = 53) was higher (79.6%) than the success rate for prior ADJU coursework (69.1%, n = 37), representing an 11% increase. For AERO students, the TERC term (n = 123) success rate was lower (76.6%) than prior AERO coursework (79%, n = 82), a 2.5% decrease. Finally for FIRE students, the TERC term (n = 58) success rate was higher (67.7%) than prior FIRE coursework (55.2%, n = 33), which is a 12.6% increase.</p> <p>Overall, 114 of the original 234 TERC students in Fall 2017 and Spring 2018 were Latino or African American and male. Of this group, 61% (n = 70) had taken TERC-related coursework prior to their TERC term. The success rate for TERC term ADJU students (n = 25) was higher (78.3%) than the success rate for prior ADJU coursework (73.9%, n = 18), representing a 4.4% increase. For AERO students, the TERC term (n = 46) success rate was higher (74.2%) than prior AERO coursework (72.2%, n = 31), a 2.5% increase. Finally for FIRE students, the TERC term (n = 43) success rate was higher (61.2%) than prior FIRE coursework (48.6%, n = 21), which is a 12.6% increase.</p> <p>(07/01/2019)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19 % Completed: 100 hh (06/07/2019)</p> <hr/> <p>Reporting Year: 2018-19 % Completed: 100 The TERC hired more specialized tutors in order to increase student success in those programs.</p> <p>The TERC has had electronic equipment, books, and microscopes.</p> <p>TERC students have won scholarships and two Aero students that were TERC "regulars" have won scholarships as well.</p> <p>Two TERC Aeronautics tutors were placed in excellent full-time opportunities in their fields. One Aeronautics tutor will work in Hawaii this summer flying skydivers.</p> <p>The Office of RIE team has concluded that the results demonstrate a clear relationship between TERC use and increased degree of awards. The trend for certificates is less strong, though there is a consistent pattern indicating that TERC students earn certificates at slightly higher rates than those who do not attend TERC. (06/07/2019)</p>
	<p>Request - Full Funding Requested - Tutors, Tutor Experts, and Staff Describe Plans & Activities Supported (Justification of Need): The TERC needs to hire more specialized tutors which are paid at a higher rate than tutors who can tutor only in basic English and math concerns. This will increase access to academic support in the CTE areas.</p> <p>What would success look like and how would you measure it?: More specialized tutors allow for students in a variety of CTE programs to</p>	<p>Reporting Year: 2018-19 % Completed: 100 We have received funding for the 19-20 year for our tutors. (06/07/2019)</p>

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

receive academic support.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 100000

Request - Full Funding Requested - POD activities for personnel to increase quality of professional and student interaction and increase learning.

Describe Plans & Activities

Supported (Justification of Need):

The criteria for success is to implement new and improved methodologies that increase student success.

Lead: Shazia J. Aziz and Leslie Plesetz

What would success look like and

how would you measure it?: The ability for the personnel to attend learning opportunities to better provide academic support is integral to providing the best support to students.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Low

Documentation Attached?: No

On-Going Funding Requested (if applicable): 4000

Request - Full Funding Requested - Research Support

Describe Plans & Activities

Supported (Justification of Need):

The impact on student success for

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

this resource is an increase in institutional effectiveness in order to work on targeted areas that are uncovered by the office of institutional effectiveness.

Lead: Shazia J. Aziz and Leslie Plesetz

What would success look like and

how would you measure it?: Success in this resource will result in the TERC being able to understand their impact both objectively and subjectively through the Office of Institutional Effectiveness.

Type of Request: RESEARCH

SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).

Planning Unit Priority: Low

Documentation Attached?: No

Request - Full Funding Requested -

Other Operating Expenses and Services that may include travel or conference that does not require the assistance of POD.

Describe Plans & Activities

Supported (Justification of Need):

The expected outcomes of receiving this resource is that the personnel would be able to use funds towards the expenses affiliated with travel or conference.

Lead: Shazia J. Aziz and Leslie Plesetz

What would success look like and

how would you measure it?: The criteria for success can be measured by an implementation of methodologies that relate to the POD.

Type of Request: OTHER OPERATING

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Low

Documentation Attached?: No

On-Going Funding Requested (if applicable): 4000