

1. Assessment Plan - Three Column



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

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Equity - To increase academic support services to underrepresented populations Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 11/15/2018</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19 % Completed: 100 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. 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</p>

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Report directly on Goal

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. (06/07/2019)

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.

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

***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 applicable): 5000

Request - Full Funding Requested - Marketing Materials

***Describe Plans & Activities**

Supported (Justification of Need): 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

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

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graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 3000
Total Funding Requested: 3000

<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. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 04/15/2019</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19 % Completed: 100 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. 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</p>
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Report directly on Goal

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(07/01/2019)

Reporting Year: 2018-19

% Completed: 100

hh (06/07/2019)

Reporting Year: 2018-19

% Completed: 100

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.

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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. (06/07/2019)

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.
***Lead:** Shazia J. Aziz and Leslie D. Plesetz

What would success look like and how would you measure it?: More specialized tutors allow for students in a variety of CTE programs to 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): 130000

Total Funding Requested: 130000

Reporting Year: 2018-19
% Completed: 100
 We have received funding for the 19-20 year for our tutors. (06/07/2019)

Request - No Funding Requested -

Research Support
***Describe Plans & Activities Supported (Justification of Need):**
 The impact on student success for this resource is an increase in

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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

Total Funding Requested: 0