Proposal Title: CTE Tutors: Accounting, Audio & Video Tech, Automotive, CIS, Digital Media and OTEC

Originator and Position: Rhonda Nishimoto and Gloria Sanchez, CTE Faculty

Area Dean: Joyce Johnson / Micah Orloff

Campus: Menifee and San Jacinto

Area Vice President: Dr. Rudolph Besikof

Budget Account Code: 11 224 0000 0 0799 000 2430

*Total Amount Requested: $102,869.00

*Please complete all applicable portions of “Section VI - Projected Expense File” now to determine the “Total Amount Requested” above.

Please check:

| One-Time Funding: ☐ | On-Going Funding: ☒ | Safety: ☐ |

1.) For what are you asking? 2.) Why is the request timely and important? 3.) Where was the need identified? Please answer these three questions in 250 words or less. See instructions for further explanation.

Perkins funding has expired for all CTE tutor centers, thereby, leaving CTE students without a pivotal support mechanism. This leaves 6 CTE tutor centers unfunded and 21 tutors without the opportunity for valuable work experience. 1.) Requesting funding for 21 CTE tutor positions totaling 179 hours (refer to attached table for breakdown). 2.) Perkins funds have expired leaving CTE students without a viable support mechanism. Existing tutoring options do not address the specific tutoring needs of CTE students including software knowledge and skills, industry requirements and discipline objectives. In addition, terminating the CTE tutor centers will have an adverse impact on CTE students who are accustomed to those support services. A lapse in CTE tutoring services to students must be avoided. 3.) The Annual Program Review and Perkins grant applications identified the continuous need for CTE tutoring.

Section I – Program Review and Learning Outcomes - 20 points possible

1.) Identify support from your 2014-15 Comprehensive Program Review (CPR) or 2015 – 16 Annual Program Assessment (APA) for this request (8 points). Link to Program Review
Resource Allocation Proposal (RAP) 2016-17

Program Review reflects student success as a priority for all CTE departments listed above. CTE tutors are instrumental in supporting student success, increasing awards and certification and fostering employment skills and knowledge. In the past, the Perkins grant has funded the CTE tutors to support student success and learning outcomes consistent with CTE Program Review goals. Beginning with the 2016-2017 academic year, Perkins funding for tutors will no longer be available, thereby, leaving CTE students with an immense loss unless other funding supports the CTE tutors. A survey of 150 CTE students revealed that 95% would like to see more tutoring hours offered. In addition, 83% of the students indicated that the tutors’ assistance helped them succeed in their course(s) as well as complete assignments. These results revealed and support the need and impact CTE tutors have on student success and learning objectives directly from the students. The resources student need must be provided in order to support student success. CTE Program Reviews prioritize student success. CTE tutors are instrumental in achieving student success.

2.) How will this request help improve student learning in the course and/or program (12 points)? Link to Learning Outcomes

Students are supported by the tutors as they complete assignments and course work associated with SLO and PLO. The following examples demonstrate the support the tutors will provide in attaining SLO and PLO completion.

- Analyze data to examine relevant information needed to produce reports and visual presentations.
- Apply the accounting skills necessary to accumulate and summarize financial information for decision-making.
- Analyze, evaluate, and report financial information to the appropriate individuals and organizations.
- Apply proper tax treatment of specific topics important to tax planning and compliance for individuals and businesses.
- Implement accounting concepts using a computerized accounting program such as QuickBooks or Peachtree.
- Apply systems concepts in the investigation, evaluation, and resolution of information technology problems.
- Research and apply industry reference models and best practices in order to improve process designs.
- Complete all NATEF (National Automotive Technician Education Foundation) task sheets.
- Operate audio and video components.
- Apply the theories of audio and video.
- Apply information and graphic design concepts.
Section II – Alignment with Institutional Priorities via the Strategic Plan - 25 points possible

1.) How is your request aligned to the strategic goals below? Check all (typically 2 – 6 goals total) that apply. Click here for the 2016-17 Prioritization Allocation Rubric (PAR) for points-weighting during scoring.

2014-17 Strategic Plan Goals

<table>
<thead>
<tr>
<th>☒ 1. Reduce time to completion of student educational goals and increase degree, transfer and certificate completion.</th>
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</thead>
<tbody>
<tr>
<td>☐ 2. Drive institutional decision-making using internal and external data to inform planning and prioritize resources.</td>
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<tr>
<td>☐ 3. Refine staffing plan and process</td>
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<td>☐ 4. Improve fiscal responsibility that is sustainable for the long term</td>
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<td>☐ 5. Identify sustainability strategies to improve efficiencies in processes district-wide</td>
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<tr>
<td>☒ 6. Expand and improve student involvement in campus life</td>
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<tr>
<td>☐ 7. Promote quality of institution through enhanced communication within the community (internal/external)</td>
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<tr>
<td>☒ 8. Enhance the overall campus life experience</td>
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<tr>
<td>☐ 9. In an effort to serve students build bridges between instructional services, student services and administrative services</td>
</tr>
<tr>
<td>☐ 10. Increase the College’s visibility, value and recognition in the service area</td>
</tr>
</tbody>
</table>

2.) Please describe the connections between the goals you checked and your proposal (200 words maximum):

Goal 1 – Tutors support student success by assisting in the completion of student educational goals and increase degree, transfer and certification completion. Tutors stimulate student engagement by providing one-on-one assistance and fostering peer discussion, thereby, completing coursework and programs.

Goal 6 - A 2008 study of 408 students concluded that active learning activities not only promote completions of individual courses, it also promotes student’s perception of the college and subsequently promotes the social integration students have on campus (Braxton, Jones, Hirschy, and Hartley, 2008). Goal 8 – The study further identifies that students who feel socially integrated in a course are more likely to feel socially integrated into campus institution (Braxton, et al., 2008).

Funding this RAP globally supports students’ academic and CTE goals by enriching communication and employing skills developed during the tutoring sessions.
References


Section III – Alignment with Institutional Plans - 15 points possible

Explain how your proposal is supported by the following plans: 2009-16 Educational Master Plan (4 points), Distance Education Plan (4 points), Technology Plan (4 points) and/or Facilities Master Plan (3 points). Link to Plans

The purpose of the Educational Master Plan 2009-20016 correlates to this RAP by planning for future needs of the students. Palmer, (2002) identified that community college students have different learning motivators and concluded that mixed instructional methods that support a hands-on and career approach serves a majority of these motivators. This RAP supports tutoring as instructional method, but also enhances current and future career skills through practicing collaboration and peer discussion.

The purpose of the Distance Education (DE) Plan of 2011 is to support the mission of MSJC through identifying distance education technology and methodologies that promote student success. The online tutoring provided for community college students provides alternative methods of peer support and enhances CTE DE program. This RAP proposes funding to support online students through virtual peer support mechanism.

The Technology Plan identifies that “The IT department will provide a technology infrastructure that is conducive to student learning” (p. 2). Tutor centers utilize current CTE technology to infuse relevancy into the learning process. The IT infrastructure promotes student learning through the use of technology used by both tutors and students.

The Facilities Master Plan's district goals are to support student growth and provide a stimulating learning environment (p. 10). Funding this RAP will also support the goals of the Facilities Plan. Maintaining tutor centers in the within the CTE facilities will utilize the current available facilities resources.

Section IV – Goals and Measurable Outcomes – 30 points possible
1.) Describe your goal(s) for this project (10 points). How will this improve student learning or enhance institutional services? For a review of goals, see pp. 18 – 20 of a presentation via this link.

The goal of this RAP is to support and improve student success and learning by providing CTE students resources in the form of tutors. Tutor assistance is an instructional and viable resource students can utilize in their pursuit of a higher education and job skills.

2.) What are the measurable outcomes for this RAP (10 points)? That is, how will progress toward meeting your goal(s) be identified and/or measured? Click here for learning outcome reference materials.

The measurable outcomes are the number of students completing courses, the number of awards and certificates generated and the number of students using the tutor centers. Progress toward meeting this RAP’s goals will be identified and measured utilizing available data (e.g. eLumen) and surveys that capture students’ satisfaction.

3.) Explain how your outcomes are tied to your CLOs/PLOs/AUOs/SLOs (10 points).

This RAP supports various levels of learning outcomes within the MSJC district. First, the CTE outcome "is to engage, prepare, and educate learners for careers” (AUO). The purpose of this RAP is to provide a CTE tutoring center where students can receive support in course work mimicking skills required in the workforce. CTE outcomes address student’s need to learn to communicate through several modes of communications and also use technology to research and analyze data (PLO). The department course outcomes and the course outlines of record promote active learning through peer work and also the use of technology to obtain information (CLO, SLO). Funding this RAP will provide students the tutoring support to complete coursework and the personal skills needed to articulate the SLOs with colleagues to for decision making purposes.

Section V – Implementation Plan – 10 points possible

What are the steps that you will take or need to be taken to implement this proposal?

1.) Who is in charge of implementing the project (2 points)? The current CTE tutoring coordinators will continue to oversee the implementation of this proposal.

2.) What are the projected start and end dates (2 points)? Ongoing program

3.) What other departments will need to assist to assist with the acquisition/implementation of the project (2 points)?

The Facilities and ITS department will need to continue to maintain the CTE Tutoring Centers.

4.) When will the outcomes be measured (2 points)? The outcomes of this proposal will be measured at the end of each semester.
5.) How will you measure the desired outcomes (2 points)? The desired outcomes will be measured by analyzing the data in course completion, number of awards and certificates generated and the number of students using the tutoring center. In addition, surveys of CTE students will measure and capture student satisfaction.

Section VI - Projected Expense Profile

For the object codes and titles below, please indicate the monetary amounts requested.

Object Code 4XXX
Supplies and Materials: Click here to enter text.. Amount requested: Click here to enter text.
Supplies and Materials: Click here to enter text.. Amount requested: Click here to enter text.
Supplies and Materials: Click here to enter text.. Amount requested: Click here to enter text.

Object Code 5XXX
Services: Click here to enter text.. Amount requested: Click here to enter text.
Services: Click here to enter text.. Amount requested: Click here to enter text.
Services: Click here to enter text.. Amount requested: Click here to enter text.

Object Code 6XXX
New Equipment/Building or Site Improvements: Click here to enter text.. Amount requested: Click here to enter text.
New Equipment/Building or Site Improvements: Click here to enter text.. Amount requested: Click here to enter text.
New Equipment/Building or Site Improvements: Click here to enter text.. Amount requested: Click here to enter text.

(S2) Subtotal from Non-Personnel Requests: 0.00

Total Proposed Budget (sum subtotals (S1) and (S2) above): $102,869.00 (refer to attached itemized table)

3. Secondary Effects (if this proposal is approved)
If a Classified/Administrative Personnel Prioritization Request is being submitted in tandem with this RAP, what additional space, if any, is needed to accommodate this position: N/A

For equipment and technology requests, will additional space be needed to accommodate the requested equipment? If so, where is the proposed location? N/A

Will requested equipment require maintenance agreements or support personnel? If so, what the projected costs? N/A

Please list future year anticipated needs and estimated financial needs. NOTE: This section refers to any anticipated funding not addressed by this RAP but required in the future. *This will not be automatically funded.* A new RAP must be completed in the future.

Fiscal Year: Click here to enter text. **Anticipated need:** Click here to enter text. **Estimated amount:** Click here to enter text.
Fiscal Year: Click here to enter text. **Anticipated need:** Click here to enter text. **Estimated amount:** Click here to enter text.
Fiscal Year: Click here to enter text. **Anticipated need:** Click here to enter text. **Estimated amount:** Click here to enter text.