

# 1. Assessment Plan - Four Column



## PIE - Continuing Education: WIN Program Unit

### Narrative Reporting Year

**2018-19**

**Contact Person:** Erica Ledezma

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**External Conditions, Trends, or Impacts:** New NCAA transfer guidelines for Qualifiers and Non Qualifiers; Higher GPA requirements, PE course limitations, Unit Transfer requirement,

**Internal Conditions, Trends, or Impacts :** 1. Lack of adequate designed space: classrooms, study areas, etc. Lack of space in the WIN and adequate infrastructure.

2. Lack of Full time Coordinator: Current supervisor is limited with resources and expansion of the current part-time positions will allow for increased flexibility and efficiency, as well as increased student success within program.

3. Lack of permanent employees/support staff: tutors, clerical and project specialist are non-permanent and/or part-time student workers and work study with limitations that don't allow for program needs to be fulfilled.

4. Student Equity funding has provided opportunities to examine ABE student behaviors and patterns and existing services in order to increase persistence, program completion, and transition for disproportionately impacted populations. It is also increasing the need for additional full-time counselors and support staff.

5. Changes and demands in Math and English courses based on the implementation of AB705

6. Accessibility for students to transferable level Math and English courses (AB705)

**Critical Decisions Made by Unit:** 1. Incorporated evening WIN hours three nights a week (Tuesday, Wednesday, Thursday) to accommodate high student volume during the day and make the WIN services available to students after practice hours.

2. Hired a program project specialist to alleviate the work load accompanied by the short-term review necessity and tracking of the basic skills student athletes.

3. Hired additional tutors for the ABE WIN short-term review to accommodate higher student registration within individual boot camps.

4. Hired a supplemental instructor (non-teaching) to support and facilitate the classroom instruction due to large amount of students attending the boot camps at different Math and English levels.

5. Additional hiring of new employees (tutors) who specialize in Math and Sciences in order to accommodate for the growing number of students taking lower and upper level Math and Science courses.

**Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement:** WIN students continue to outperform the general student population in course success and retention. For Fall 2018, the WIN had a 93% retention rate, 74% course success rate and a mean GPA of 2.71. For Winter 2019, the WIN had a 97 % retention rate, 88 % course success rate and a mean GPA of 3.02. Spring 2019, the WIN had a ?% retention rate, ?% course success rate and a mean GPA of ?(data will not be available until late June)

Of the 102 students that attended the Math and English short term review courses, 87 % of English students and 36 % of Math students respectively enrolled into credit Math and English courses after taking the short term review.

Short-term review students had a 95% rate of Educational plans on file by Spring 2019

Short -term review students continue to utilize campus services by accessing direct services such as counseling, ed plan, career/interest, orientation, etc, for the Fall 2019 semester with an average of 5 times per student.

WIN students continue to access counseling sessions/appointments with a total of 332 times during the Fall 2019 semester.

WIN students continue to utilize campus services by accessing direct services such as counseling, ed plan, career/interest, orientation, etc, for the Fall 2019 semester 4.5 times total.

WIN students continue to access counseling sessions/appointments with a total of ? times during the Spring 2019 semester(data not yet available until late June) .

WIN students continue to utilize campus services by accessing direct services such as counseling, ed plan, career/interest, orientation, etc, for the Spring 2019 semester ? times total.(data not yet available until late June) .

For the Fall 2018, out of 691 students enrolled, we had 214 students over a 3.0 GPA while being full-time students (enrolled in 12 units or more). That is 31% of the WIN population for the Fall 2018 semester having a GPA of 3.0 or higher.

For the Spring 2018 out of 538 students enrolled, we had ?% students over a 3.0 GPA while being full-time students (enrolled in 12 units or more). That is ?% of the WIN population for the Spring 2019 semester having a GPA of 3.0 or higher.(data will not be available until late June)

**Notable Achievements for Theme B: To Support Student Access and Success:** Four WIN students were student of distinction recipients (Jason Harary, Brianna Marie Aguirre, Ryan Lin, Luis Huerta) and swept the competitive achievement category

Two of the four student of distinction recipients won an additional Faculty Association Scholarship (Luis Huerta and Ryan Lin)

A WIN student won the most prestigious student athlete scholarship at a community college level, the National Two-Year College Scholar Athlete Award

WIN partnered with Health Services to conduct/provide student success workshops in the WIN Program to better assist our students with problem areas such as math anxiety, time management, and coping mechanisms

WIN added an embedded Psychologist with said partnership with Health services since Spring 2016

Collaborated with the health center to participate in various workshops such as Active shooter training and Eating healthy.

WIN partnered with Student Equity & Outreach Librarian to have an embedded librarian at the WIN Program on a weekly basis throughout the Fall 2018 and Spring 2019 semesters which started in Spring 2017

WIN has outreached to 8 faculty members (Tim Revell, Alvin Kung, Christine Sun, Michelle Johnson , Kimberly Quintana –Mullane, Elizabeth Beta-Meyer, Juan Sanchez, and Sandra Weatherilt) across 9 disciplines (Math, Biology , Chemistry, Human Anatomy, English, Health Center, Kinesiology and wellness, Nutrition) between Fall 2017 and Spring 2018 on campus to support student success and achievement

WIN provided a in class tutor for a KIN 34 Fitness for Living course credit course for the Fall 2018 and Spring 2019

**Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources:** WIN was awarded an increased funding amount of \$ 9, 000.00 towards their book library/reserve from Associated Student Body

**Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration:** WIN has received a skeleton bone box donation from the Anatomy department to have a larger science resource area in the WIN Program available to our students.

WIN collaborated and participated in Counseling Day in Fall 2018

WIN collaborated and participated in Student Service day Spring 2019

WIN is partnered with Pathways Program Coordinator in the Instruction Office on a Fall 2018 Flex day Presentation on tutoring

WIN has collaborated with the STEM Center to provide additional services in the Science, Technology, Engineering and Mathematics areas to our students. Athletes will receive WIN credit for using the center, students who are interested in any STEM majors will be directed to the STEM's counselor for academic advice, students are able to use STEM resources in the STEM Center as bones, laptops and books, students are encouraged to participate in many of the events sponsored by the STEM such as Robotics day. Peer coaching is available for students to assist them in upper level courses such as Calculus and Chemistry

WIN collaborated with Associated student body , Counseling and Kinesiology & Athletics for the Spring 2019 Athletics fair

Erica Ledezma and Candice Castro participated in the scholarship fundraising event Putting on the Hits 2019 in April 2019

Erica Ledezma presented Luis Huerta at the Students of Distinction ceremony on May 11th, 2019

Erica Ledezma started and will present a memorial scholarship for the amount of \$500.00 in honor of a former student athlete (James Martin) to a student athlete on June 8th, 2019.

WIN employee has accepted a researcher position and is currently conducting research for (CSULA) in Laser interferometer gravitational wave observatory.

WIN employee accepted acceptance to Midwestern University Medical school and will be attending Fall 2019

WIN employee will be completing a summer internship this Summer 2019 at the University of Florida

WIN employee was accepted to Cal poly Pomona and will be attending Fall 2019

Two WIN employees will be graduating with their Associate Degrees in Spring 2019

WIN employee made the Cal Poly Pomona men's soccer team and will be playing the Fall 2019 season

WIN employee accepted an internship at the Metropolitan Water District in La Verne starting Summer 2019

WIN employee was accepted to Cal State Fullerton and will be attending Fall 2019

**Contributors to the Report:** Erica Ledezma - Cont Ed/ WIN

Alice Terriquez - Cont Ed/ WIN

Simon Kim- Cont Ed/WIN

Eduardo Bovadillo - Cont Ed/ WIN

Cody Goff - Cont Ed/ WIN

Willy Grando - Cont Ed/ WIN

Candice Castro-Cont Ed/WIN

<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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**Student Support** - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

**Status:** Active

**Goal Year(s):** 2018-19

**Request - Full Funding Requested -** Instructional support and counselor.

**Describe Plans & Activities Supported (Justification of Need):** WIN will provide students tutoring in all subjects and on-demand specialized counseling. Counselors will address class load and how to arrange classes based on participating (sport) season. WIN students who utilize the on-site counseling and tutoring will be academically successful.

**Lead:** Erica Ledezma

**Reporting Year:** 2018-19

**% Completed:** 75

Due to this funding the program was able to staff adequately to sustain the student demand in basic skills, multiple general education subject areas, transferable level courses and counseling demands. Staffing consisted of student assistants and professional experts this type of Instructional support were key in the success obtained within the program.

WIN students were able obtain a 93% retention rate above set goal of 75% and a 74.16% success rate just less than 1 % of the intended goal of 75% for the Fall 2019 semester.

For Winter 2019, the WIN had a 97 % retention rate above the set goal of 75 %, and 88 % course success rate above

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p><b>What would success look like and how would you measure it?:</b> Criteria for Success:</p> <ol style="list-style-type: none"> <li>1) All WIN students will have a comprehensive ed plan</li> <li>2) WIN students will have a 75% or higher course success rate</li> <li>3) WIN students will have a 75% or higher course retention rate</li> </ol> <p><b>Type of Request:</b> STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>On-Going Funding Requested (if applicable):</b> 72000</p>	<p>the set goal of 75%. (Data for Spring will not be available until late June)</p> <p>Every WIN student was able to have a comprehensive ed plan by Spring 2019 which was exactly our intended goal. The programs demands are increasing due to changes in local and state requirements/demands on Math and English and will at least need at minimum the same amount for the next 2019-2020 year. Although, ideally it would benefit the program and the student population by increasing the amount requested by 15% to 20 %. Once again this funding goes directly to accomplishing the program yearly goals effectively and successfully. (05/31/2019)</p> <hr/> <p><b>Reporting Year:</b> 2018-19</p> <p><b>% Completed:</b> 50</p> <p>WIN funding at 72,000 made it possible to accomplish our programs goals of:</p> <ol style="list-style-type: none"> <li>1) All WIN students will have a comprehensive ed plan</li> <li>2) WIN students will have a 75% or higher course completion rate</li> <li>3) WIN students will have a 75% or higher course retention rate</li> </ol> <p>Due to this funding the program was able to staff adequately to sustain the student demand in basic skills, multiple general education subject areas, transferable level courses and counseling demands.</p> <p>Every WIN student was able to have a comprehensive ed plan by Spring 2019 which was exactly our intended goal. WIN students were able obtain a 93% retention rate above set goal of 75% and a 74.16% success rate just less than 1 % of the intended goal of 75% for the Fall 2019 semester. For Winter 2019, the WIN had a 97 % retention rate above the set goal of 75 %, and 88 % course success rate above the set goal of 75%. (Data for Spring will not be available until late June)</p> <p>(05/23/2019)</p> <p><b>Related Documents:</b></p> <p><a href="#">PIE- WIN retention and success.pdf</a></p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>support innovation in teaching, learning, academic support, and management within SCE.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2018-19</p>	<p><b>Report directly on Goal</b></p>	<p><b>Reporting Year:</b> 2018-19</p> <p><b>% Completed:</b> 75</p> <p>With funding just shy of 39,000 the WIN was able to achieve almost all goals of:</p> <ol style="list-style-type: none"> <li>1) 70% of short term review students will enroll in English/math within that academic year</li> <li>2) 60% of short term review will be successful in transfer level English and 50% in transfer level math within that academic year</li> <li>3) 90% of short term review students will have a abbreviated ed plan on file.</li> </ol> <p>Funding allowed for key positions to be filled such as a Project Specialist, Counselor and Instructional support all assisted in the success and completion of the short term courses yearly goals.</p> <p>87% of WIN short tern review students enrolled in an English course which was higher than our intended goal of 70% and 36% enrolled in a Math course which was lower than our intended goal of 70%.</p> <p>WIN short term review students had a 58% success rate in English 1A and a 83% success rate in English IC which our intended goal was at a 60% success rate. English 1A success was just 2 % short of intended goal and English IC was much higher than the intended goal of 60%.</p> <p>WIN short term review students had a success rate of 17% for Math 110 and a success rate of 38% for Math 130 which fell short of the intended 50% success rate.</p> <p>95% of WIN short term review students had a abbreviated ed plan on file which was over our intended goal of 90%.</p> <p>Data for Spring 2019 is not available until late June making these percentages preliminary and incomplete/ accurate until data for Spring is obtainable and incorporated within this report. It would be an accurate assumption that students would be able to increase success rates amongst English and Math courses utilizing the Spring 2019 semester to complete their intended course/s.</p> <p>Interpreting this years data, intervention and student follow up along with instructional support within the semester to students enrolled in a math course will be</p>

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**Report directly on Goal**

implemented. This will assist us in achieving the math success rate yearly goal for the next 2019-2020 year. Funding will have to remain at the same level in order to continue in achieving the yearly goals, although would and could benefit from an increase in funding due to local and state changes in requirements and demands in English and Math areas. (05/31/2019)

**Related Documents:**  
[Summer 2018 ShortTermReview Outcomes.pdf](#)

**Request - Full Funding Requested -**  
 Project specialist, faculty, counselor, and instructional support.

**Describe Plans & Activities**

**Supported (Justification of Need):**  
 Activities:  
 The WIN will provide short-term review classes to get students to enroll and succeed in English and math courses. Assess the effectiveness of short-term review/course prep workshops as an impact on enrollment and credit course success.

**Lead:** Erica Ledezma, Candice Castro.

**What would success look like and how would you measure it?:** Criteria for Success:

- 1) 70% of short term review students will enroll in English/math within that academic year
- 2) 60% of short term review will be successful in transfer level English and 50% in transfer level math within that academic year
- 3) 90% of short term review students will have a abbreviated ed plan on file.

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

**Reporting Year:** 2018-19  
**% Completed:** 50  
 With funding just shy of 39,000 the WIN was able to achieve almost all goals of:  
 1) 70% of short term review students will enroll in English/math within that academic year  
 2) 60% of short term review will be successful in transfer level English and 50% in transfer level math within that academic year  
 3) 90% of short term review students will have a abbreviated ed plan on file.

87% of WIN short tern review students enrolled in an English course which was higher than our intended goal of 70% and 36% enrolled in a Math course which was lower than our intended goal of 70%.  
 WIN short term review students had a 58% success rate in English 1A and a 83% success rate in English IC which our intended goal was at a 60% success rate. English 1A success was just 2 % short of intended goal and English IC was much higher than the intended goal of 60%.  
 WIN short term review students had a success rate of 17% for Math 110 and a success rate of 38% for Math 130 which fell short of the intended 50% success rate.  
 95% of WIN short term review students had a abbreviated ed plan on file which was over our intended goal of 90%.  
 Data for Spring 2019 is not available until late June making these percentages preliminary and incomplete/ accurate until data for Spring is obtainable and incorporated within this report. It would be an accurate assumption that students would be able to increase success rates amongst

<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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**Planning Unit Priority:** High  
**On-Going Funding Requested (if applicable):** 42000

English and Math courses utilizing the Spring 2019 semester to complete their intended course/s. (05/23/2019)

**Related Documents:**  
[Summer 2018 ShortTermReview Outcomes.pdf](#)



**Advocacy and Partnerships -**  
 Advocate for noncredit and community education students to remain a critical part of the California community college mission through partnerships, as well as community, regional and state involvement.  
**Status:** Active  
**Goal Year(s):** 2018-19

**Report directly on Goal**

**Reporting Year:** 2018-19  
**% Completed:** 100  
 Funding is not needed or requested in order to achieve set goal within this area. Outreach, involvement and effort on on key players allowed for great partnerships, collaborations, teamwork and effort were all key in the level of success the program had in this area such as:  
 -Embedded Librarian  
 -Embedded Psychologist  
 -Math department book donation  
 -Associated student body Book reserve funding(9,000)  
 -Donation of human anatomy bone box  
 -Scholarship recipients  
 -STEM Center partnership  
 -Athletics Fair

It is these types of partnerships that allowed to bring invaluable services directly to the student population within the program. It is these on going efforts that make the program successful, support student success, strengthening relationships amongst stakeholders and continue positive re pore through out the campus.

(05/31/2019)

**Reporting Year:** 2018-19  
**% Completed:** 75  
 WIN has several partnerships that have brought invaluable services and accessibility to our student population. The first two partnerships with Health Services and the Library has made it possible for services to be embedded within the

<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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**Report directly on Goal**

program. The embedded Psychologist has assisted our students in many areas such as time management, stress relief, crisis intervention, academic intervention, referral system to other programs, etc within the program. Our embedded Librarian has assisted our students in research methods, MLA and APA citation, writing structure, etc within the program. These services have provided a one stop shop of services in which students can access immediately. The WIN has collaborated with Associated Student Body for the biggest event of the year for student athletes on campus (The Athletics Fair), in addition, the WIN has received continuous funding now reaching \$ 9,000.00 for an annual book fund and is working to better assist our students by being part of the Student of Distinction process (applying and receiving). WIN has worked with Financial Aid and Scholarships to assist our students in obtaining financial aid, book scholarships and general scholarships. WIN also adopts a family every year through the financial aid department during the holidays. WIN has collaborated with the Math department and receives math books for student and employees to utilize within the program. WIN has collaborated with the STEM center for students to attend their lab and or any workshops/guest speakers that pertain to our STEM major students. The Human Anatomy department has graciously donated a bone box for students that are taking Human anatomy courses to utilize within the program.

On the state level we worked with the California Community College Counselors / Advisors academic association for athletics (3C4A) for the 3C4A California Achievement scholarship nomination. On a National level we worked with National Alliance of Two-Year College Athletic Administrators (NATYCAA) for the National Scholar Achievement Scholarship.

(05/30/2019)

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**Request - No Funding Requested -**  
 Staff time  
**Describe Plans & Activities**  
**Supported (Justification of Need):**  
 Activities:



*Unit Goals*

*Resources Needed*

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

WIN will seek ways to collaborate with other departments and services on campus to introduce them to WIN students. The connections will be made at WIN with the intent that students will continue fostering those relations through their time at Mt. SAC. WIN will:

- 1) Collaborate with the STEM Center by housing a WIN tutor at STEM and having a STEM tutor at WIN.
- 2) Collaborate with the Library by bringing a librarian weekly to WIN.
- 3) Collaborate with Mental Health Services by bringing a psychologist weekly to WIN.
- 4) Collaborate with Associated Students to fund the WIN Library reserve on a yearly basis.

**Lead:** Erica Ledezma

**What would success look like and how would you measure it?:** Criteria for Success:

- 1) WIN students will be introduced to at least 2 campus services
- 2) 80 to 100 students will have contact with a librarian at WIN
- 3) 80 to 100 students will have contact with a psychologist at WIN
- 4) WIN will receive any amount of monetary contribution from Associated Student Body

**Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc.

*Unit Goals*

*Resources Needed*

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

services. May also include request for travel and conference that does not require the assistance of POD.

**Planning Unit Priority:** Low