

# 1. Assessment Plan - Four Column



## PIE - Continuing Education: WIN Program Unit

### Narrative Reporting Year

*2017-18*

**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 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 to program needs.

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. Implementation(April 2017) of the Assessment Questionnaire

**Critical Decisions Made by Unit:** 1. Added four (2 - Math , 2 - English) mid-year (Fall and Spring) ABE WIN bootcamps to accommodate students who haven't taken the campus assessment nor have begun their Math or English sequence.

2. Incorporated evening WIN hours two nights a week (Tuesday and Wednesday) to accommodate high student volume during the day and make the WIN services available to students after practice hours.

3. Hired a program project specialist to alleviate the work load accompanied by the boot camp growth and tracking of the basic skills student athletes.

4. Hired additional tutors for the ABE WIN boot camps to accommodate higher student registration within individual boot camps.

5. 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.

6. 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 had two students awarded 2018 Student of Distinction (competitive category).

WIN students continue to outperform the general student population in course success and retention. For Fall 2017, the WIN had a 93% retention rate, 77% course success rate and a mean GPA of 2.76. For Winter 2018, the WIN had a 98% retention rate, 88 % course success rate and a mean GPA of 2.93. Spring 2018, the WIN had a 92% retention rate, 74% course success rate and a mean GPA of 2.72.

Of the 94 Math and 49 English bootcamp students, 57% English and 57 % respectively enrolled into credit math and English courses after taking the bootcamp.

WIN students continue to access counseling sessions/appointments with a total of 3 times in the Fall 2017 semester.

WIN students continue to utilize campus services by accessing direct services such as counseling, ed plan, career/interest, orientation, etc, for the Fall 2017 semester 7 times total.

Erica Ledezma was awarded a Certificate of Excellence In Student Support . This was a student direct nomination in which students felt that she was influential, inspiring and encouraging in their transferring process.

WIN Employee received Master in Physics from California State University, Los Angeles.

WIN Employee received a Bachelor of Science in Law Enforcement in Central Washington State University.

WIN Employee received an Undergraduate Research Fellowship and presented her research at University of California, Irvine's Research Symposium in May.

WIN Employee participated and published their article in the publication of 'Creative Narrative Project' at University of California, Irvine, under Professor Ana Rosas.

WIN Employee received Bachelors of Arts, History with a minor in African American Studies from University of California, Irvine.

WIN Employee was admitted and will be transferring to Cal poly Pomona Fall 2018

WIN employee has been admitted to Cal poly Pomona, University of California San Diego, University of California Irvine, Cal State Long beach and Santa Barbara and will be transferring this Fall 2018 to school of choice

WIN Employee received Board Certification in Wild land Firefighting at Mt. San Antonio College.

WIN Employee received an Associate in Kinesiology Health & Wellness along with an Associate in Administration of Law Enforcement at Mt. San Antonio College.

9 WIN Employee received their Tutoring Training Certification at Mt. San Antonio College.

For the Fall 2017, out of 706 students enrolled, we had 217 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 2017 semester having a GPA of 3.0 or higher.

For the Spring 2018 out of 514 students enrolled, we had 132 students over a 3.0 GPA while being full-time students (enrolled in 12 units or more). That is 26 % of the WIN population for the Spring 2018 semester having a GPA of 3.0 or higher.

**Notable Achievements for Theme B: To Support Student Access and Success:** 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.

Collaborated with the health center to participate in an Active shooter fall 2017 training for our students.

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

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

WIN has outreached to 8 faculty members across 5 disciplines (Math, English, Health Center, Kinesiology and wellness, Nutrition) between Fall 2017 and Spring 2018 on campus to support student success and achievement: David Beydler, Michelle Dougherty, Michelle Johnson , Kimberly Quintana –Mullane, Anna Mckennon, Robert Jastarb, Marti Whitford , Regina Uliana, and Sandra Weatherilt.

**Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources:** WIN was awarded an increased funding amount of 9,000 towards their book library/reserve from Associated Student Body (\$3,000 increase from 2016-17 year).

**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 with Associated Students to hold its annual athletics fair Spring 2017

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 2018 Athletics fair

Erica Ledezma started and will present a memorial scholarship for the amount of \$1,200.00 in honor of a former student athlete (James Martin) to a student athlete on June 9th, 2018.

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

Alice Terriquez - Cont Ed/ WIN

Rodrigo Blas - Cont Ed/ WIN

Cody Goff - Cont Ed/ WIN

Willy Gramajo - 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>
<p><b>WIN Tutoring &amp; Counseling - WIN</b> Program students who utilize on-site counseling and tutoring will academically successful. <b>Status:</b> Active <b>Goal Year(s):</b> 2017-18</p>	<p><b>In Progress - Full-time WIN</b> Coordinator <b>Describe Plans &amp; Activities</b> <b>Supported:</b> Permanent funding , Full-time coordinator , larger facility , more computers <b>One-Time Funding Requested (if applicable):</b> 112000 <b>Planning Unit Priority:</b> High</p>	
	<p><b>In Progress - Win tutoring and Counseling</b> <b>Describe Plans &amp; Activities</b> <b>Supported:</b> Permanent tutors, full-time counselor <b>One-Time Funding Requested (if applicable):</b> 40000 <b>Planning Unit Priority:</b> High</p>	
	<p><b>In Progress - District tutoring fund</b> <b>One-Time Funding Requested (if applicable):</b> 40000</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p><b>ABE Short term review (formerly known as WIN Boot camps)</b> - Assess the effectiveness of basic skills bootcamps/ course prep workshops as an impact on enrollment and credit course success.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2017-18</p>	<p><b>In Progress</b> - RIE tracks and monitors academic student progress in math and English course success in areas of retention, success and completion.</p> <p><b>Describe Plans &amp; Activities</b></p> <p><b>Supported:</b> Research support</p> <p><b>Lead:</b> Erica Ledezma</p> <p><b>Type of Request:</b> Research</p> <p><b>Planning Unit Priority:</b> High</p>	
<p><b>Academic strategy workshops</b> - Students who attend workshops will gain strategies/techniques to cope with high stress/demand from academic courses and athletic regimens and experience academic success</p> <p><b>Status:</b> Inactive</p> <p><b>Goal Year(s):</b> 2016-17</p>	<p><b>In Progress</b> - Track students with deficient Math and or English course from their semester progress check. All students within jeopardy of failing must attend a student success strategy workshop in that respective semester of deficiency.</p> <p><b>Describe Plans &amp; Activities</b></p> <p><b>Supported:</b> WIN support staff tracking students, counselor intervention, coaches follow-up and workshop scheduling with Dr. Regina ( psychologist ) . Health center support and funding.</p> <p><b>Lead:</b> Erica Ledezma</p> <p><b>Type of Request:</b> Student Services</p> <p><b>Planning Unit Priority:</b> High</p>	
<p><b>Win Program Tutoring</b> - Student athletes receiving tutoring and counseling in the WIN Program will be academically successful.</p> <p><b>Status:</b> Inactive</p> <p><b>Goal Year(s):</b> 2016-17</p>	<p><b>Other</b> - The GPA and success rates of student athletes (grades of A-C) will be examined during Fall and Spring Semesters</p> <p><b>Describe Plans &amp; Activities</b></p> <p><b>Supported:</b> Fall, Winter, and Spring students who received tutoring and counseling</p> <p>2) have at least a 70% course success rate</p> <p>3) be retained at a rate of at least</p>	

*Unit Goals*

*Resources Needed*

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

75%

**Lead:** Fall -Spring 2017

**Campus Communication** - Increase communication with credit faculty in various disciplines for the purpose of providing opportunities to enhance student learning and success.

**Status:** Active

**Goal Year(s):** 2017-18

**No Funding Requested** - No resources are needed

**Describe Plans & Activities**

**Supported:** The WIN's outreach to campus wide faculty in many disciplines such as English and Math will open new avenues to the development of workshops, embedded tutoring, resources and gain additional faculty support that will assist students in achieving academic success within disciplines such as Math and English.

**Lead:** Erica Ledezma

**Planning Unit Priority:** Low

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

Collaborations through workshops, Meetings, sit downs, and one on ones.

Measurement will be possible by the changes, additions and/or the support of program through enhancing student resources (books, anatomy bones), student Referrals, open communication-emails, phone calls, collaboration in any campus and program events, students utilizing program and its services, and clearing misconceptions of program and staff training and offerings.