

## PROGRAM REVIEW Fall 2018

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**Program:** Umoja Learning Community

**Division:** Arts and Humanities and Student Services

**Date:** October 23, 2018

**Writer(s):** Kimberly Burks and Kisha Quesada Turner

**SLO/SAO Point-Person:** Kimberly Burks and Kisha Quesada Turner

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**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Uses:** This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Time Frame:** This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

**Topics:** A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

**Help:** Contact Karin Spirm: [kspirm@laspositascollege.edu](mailto:kspirm@laspositascollege.edu)

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 22.

### **Links:**

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

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## Section One: Program Snapshot

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20\_\_\_\_\_.

#### A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

Umoja is a two-semester college success program and learning community that provides a dedicated support system to help students reach their academic goals and life purpose. Students have a dedicated counselor and host of faculty who are available to guide students through their educational endeavors and overall development. Students experience educational practices, for example English curriculum with a focus on African-American experience through literature, cultural dialogues, and artistic modalities. In 2016-2017, the Umoja implementation team intentionally selected key linked course to enhance students' first year experience. The courses are as follows:

- Fall – PCN 30, English 1A, and LIBR 1
- Spring – English 4 and PCN 10

While the courses are linked, on a case by case basis we have allowed students to enroll in at least one Umoja course if the student already completed another section of course or the student did not place into English 1A. We want to provide students with access to Umoja counseling and faculty as soon as possible. For example, a student may enroll into PCN 10 in the spring with plans to take the Umoja section of English 1A in the fall.

The Umoja faculty team is made up of two coordinators, one from the English department and the other from Counseling, an English 4 instructor and a Librarian/Instructor who teaches Library Skills

1. The English co-coordinator teaches the Umoja section of English 1A and the Counseling co-coordinator teaches the Umoja sections of PCN 30 and PCN 10.

**B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).**

Since the inception of Umoja (Fall 2017), our program has grown from our initial cohort of 28 to 56 total Umoja students on campus. Students participate in the Umoja program until they complete their program of study, for example an associate's degree or transfer. This increase, the current year cohort in addition to the prior year cohort, has resulted in a need for increased student support (from all Umoja faculty), counseling, and coordination. To help offset this increase, we have the following recommendations.

**SUPPORT FOR UMOJA COUNSELOR**

Counseling Assistant (50%): The Counseling Office has two full-time Counseling Assistants. Umoja is in need of a part-time Counseling Assistant to assist with printing unofficial transcripts for purposes other than scheduled appointments. The Counseling Office currently has support for printing transcripts for scheduled appointments. However, the Umoja Counselor may need to view transcripts at any moment in effort to confirm a students' enrollment or academic status. The Counseling Assistant would also do the following: verify SSSP components, provide reminder and follow-up calls to students, post student services related announcements (e.g., workshops and scholarship opportunities), assist with monitoring key student milestones towards goal completion, and track counseling touch points. In addition, the Counseling Assistant can help support the activities that are carried out by the Counseling Co-Coordinator.

**SUPPORT FOR UMOJA FACULTY TEAM**

Umoja faculty carry out many duties that go beyond teaching. For instance, they attend regular meeting for the semesters that they teach for Umoja. This is not included in their office hours. Also, because Umoja practices are designed to be intrusive and proactive, Umoja instructors spend additional time with students tutoring, coaching, mentoring, and confidence-building. Umoja Faculty participate in and help execute program activities, such as orientation; class visits; study sessions; field trips; and campus mixers. For these reasons, we have identified two needs for Umoja Faculty.

Student Assistants (2 students @ 10 hours a week): The primary responsibilities of the student assistants will be to assist the Umoja instructors in and out of the classroom, such as making copies; distributing handouts; responding to student questions on Canvas or during designated "study jam" hours.

Reassign Time for Umoja Faculty: We suggest 2 CAH each for non-coordinating Umoja instructors when teaching and 1 CAH when Umoja instructors are not teaching Umoja courses.

Funding for Summer Retreat: In the summer, all faculty (including the ones who coordinate the program) meet for a 2.5 hour retreat. This retreat is meant to reflect on the academic year, identify and

build upon success and identify areas for improvement and strategize to make those improvements. As 2.5 hours is hardly enough to accomplish these tasks, an additional retreat to coordinate curricula is needed. In fact, curricula coordination should aid in retention since the courses build upon and reflect one another intentionally and deliberately; thus, they set students up for success from one Umoja course to the next. Financial compensation for these additional activities is welcomed along with funds for food and beverage. Similarly, each summer the coordinators meet separately to plan for the upcoming academic year each fall. Funds to have the retreat and coordinators' meeting (food, venue, activities, an honorarium for training) is a need.

Funding for Recruitment: In the summer of 2017, the Umoja Coordinators received SSSP funding to continue recruitment and hold one-on-one meetings with newly recruited students. The Coordinators were able to identify and prepare to meet student needs. Students invested their time not only into Umoja, but into being a LPC student. Students and coordinators began to build their relationship of trust. When the fall semester began, the coordinators knew all students by name and had already established a relationship with student. It allows for community building and campus loyalty to occur early on in the semester. While the coordinators continued to recruit students over the summer in 2018, there were no funds available for this activity. Half of the Umoja students were recruited over the summer and the first week of classes. One observation from the coordinators is that community building and trust did not take place as early as last fall due to the absence of one-on-one student meetings over summer 2018.

## **STUDENT SERVICES AND SUPPORT**

FAFSA Workshops: Over the past year, we have had Umoja students who were facing financially dire situations. The statewide Umoja board highly recommends that every Umoja student complete a FAFSA. For this reason, we are in need of having a FAFSA workshop that planned to meet the scheduling needs of Umoja students, for example the workshop could be offered during the PCN 30 class-time.

Tutors: While we don't have exact numbers, our students have inquired about math and English tutors. According to the Office of Research, Planning, and Institutional Effectiveness, African Americans are the highest disproportionately impacted students in basic skills math and English. In Fall 2017, when asked how many students utilize the tutorial center, only two hands were raised out of approximately 22 Umoja students. When asked how many students would work with a tutor if there are tutors in a dedicated space at a designated time for Umoja students, 90% of hands were raised. Therefore, Umoja students are in need of dedicated English and math tutors in a dedicated space for at least 6 hours a week per subject.

## **PROFESSIONAL DEVELOPMENT**

Teaching and Supporting Black males: The number of Black males students, in Umoja, increased between Fall 2017 and Fall 2018. The Umoja Faculty team is in need of continued training in teaching and supporting Black males.

Teaching and Supporting Underprepared Students of Color: With the implementation of AB705-compliant changes, additional training in supporting underprepared students of color could be beneficial to the overall course success rates in English and math for Black students.

Trauma and Mental Health Interventions for Students of Color: In 2017-2018, there were at least ten to twelve students who experienced symptoms of trauma, anxiety, depression and grief during the academic school year. Some Umoja students expressed their experiences to non-counseling Umoja faculty. While we have leveraged the recommended processes and resources from the Behavioral Intervention Resources Team (BIRT), it would be beneficial for the Umoja faculty team to undergo training on mental health interventions for students of color, more specifically for Black students.

## **TECHNOLOGY/DATA TRACKING**

Software (Student relationship management system): In effort to track students academic progress and key milestones, Umoja is in need of a student relationship management system. With the increase of Umoja students on campus, it is challenging to manually track students' academic progress and touchpoints.

## **LEARNING COMMUNITY SPACE SUPPORT AND EXPANSION**

Expanded Learning Community Space: Due to an increase in Umoja students on campus and an increase in the presence of all Learning Community students, we are in need of additional learning community space for larger scale activities, such as faculty/student mixers. More information on this need is provided in "Section G: Obstacles".

Learning Community Center Coordinator: The learning community coordinators have been managing the activities in the learning community center. However, with the growth of Umoja, there are no coordination hours to manage the learning community center. We would like to increase the use of the center by Umoja students, and all learning community students. If this resource is shared across all learning communities, some of the suggested responsibilities could be as follows:

- solicit student input and coordinate student meetings to enhance the services and use of the learning community center,
- track the use of the center in SARs,
- coordinate learning community center activities for all communities (e.g., movie nights, study jams),
- coordinate and manage group study room sign ups,
- manage reservations for the learning community shared space,
- restock center's supplies,
- market center's activities to students,
- maintain a fair, inclusive and collegiate environment in the center,
- partner with Outreach to present the Learning Community Center on campus tours,
- attend, with the Outreach coordinator, college fairs and college nights events at high schools in effort to market all communities and the center to high school students and their parents, and
- plan annual joint learning community field trips.

Please note that the Learning Community Center Coordinator is not to be confused with the responsibilities and need for community-specific coordinators, such as Puente and Umoja Coordinators.

Learning Community Center Materials and Equipment: We are in need of a computer and monitor with SARS access for students to use to enter their W number upon entering into the center. In addition, SARS would be use to track participation in center activities (e.g., tutoring, events, instructor hours). There is no signage for the learning community space; it is not clear that the center is a dedicated space for learning community students. In addition, we are in need of a welcome desk for students to welcome guests and remind them to sign in.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxr">https://goo.gl/23jrxr</a>			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Curriculum committee items		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
	Enrollment Management	<input checked="" type="checkbox"/>	Human Resources		Pedagogy	<input checked="" type="checkbox"/>	Technology Use
	External Factors		Learning Support	<input checked="" type="checkbox"/>	Professional Development		

**C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.**

The following plans were achieved from the Program Review (2017) and planning efforts outside of the program review process.

- To develop SAOs and SLOs for our program:** With guidance from the SAO Liaison, we created an SAO was developed for our program in effort to measure retention.

“Students who complete at least one Umoja course per semester for two consecutive semesters will return for the following semester at a 90% rate.”
- To create and execute a Fall 2017 Welcome, Campus Tour, and Orientation for Umoja students before the start of the school year:** We created and executed a model for Umoja student orientation that is offered a week prior to the start of the fall semester. In Summer 2017, the orientation was attended by approximately 35 participants (students, parent or designee, faculty and administrators). In Summer 2018, the orientation grew from 35 to approximately 80 participants.
- To create and execute a Book Loan Program for Umoja courses:** Umoja textbooks were funded through student equity for the 2017-2018 academic year. An informal process was implemented to assign textbooks to students by the respective instructors. Over the summer (2018), a partnership was initiated with the library to provide a formal distribution of Umoja textbooks to student participants.
- To identify and dedicate a temporary study space for Umoja students in accordance to statewide Umoja MOU:** The Umoja Library Faculty provided a place for bi-weekly study jams in

the library. The English Co-coordinator was able to recruit a math instructor to provide math tutoring during the study jams.

- **To coordinate curricula among the Umoja instructors:** This is a work in progress and has primarily been a partnership between English and Library Skills. The PCN 30 course supports the overall soft and hard skills for pursuing academic success and navigating the culture of higher education.
- **To maintain the network of students, faculty, classified staff, and administrators as an extended support community:** The Umoja Coordinators established an informal elder board (“Watemi”) to Umoja students. This elder board metamorphosed from the initial Umoja implementation and expanded to include additional staff, faculty and administrators who are passionate about the success of African American and Hispanic Latino/a students. Umoja has leveraged Watemi to provide additional volunteer headcount at Umoja events, such as orientation, chaperoning field trips (e.g., annual Umoja conference), classroom visits, mentoring students on potential career and major research, and connecting us to outside resources (e.g. guest speaker).
- **To create intentional transfer programming for Umoja students (i.e., campus tours, transfer counseling planning, dedicated time to transfer fair as a community, transfer research assignments, expose to HBCU):** As part of the PCN 30 course, Umoja students were given dedicated time to attend and research colleges at the Fall 2017 and Fall 2018 transfer fairs. Students were assigned to complete a 4-page college transfer research worksheet, which included a question on what unique majors are offered at the college. Umoja is intentional in exposing students to majors beyond the top selected popular majors. In addition, in 2017-2018, Umoja students toured San Francisco State University and UC Berkeley (joint field trip with Puente). A select number of students toured UC Davis (1 Umoja student) and participated in the annual week-long Historically Black College and Universities tour (4 Umoja students). We were fortunate to have an LPC alumni, who is now the Student Coordinator of UC Riverside’s Umoja program, present UCR as an option to our Umoja students (Spring 2018). In addition, Umoja students were exposed to transfer workshops and Black Students’ College Fair at the annual statewide Umoja Conference (Fall 2017).

One hundred percent (100%) of the 2017-2018 Umoja co-hort students, who plan to transfer, met with the Umoja counselor to develop a comprehensive student educational plan for their transfer goals (e.g., major prep, top college choices).

- **In a joint effort with Umoja students, adopt a high school:** While we are still in progress in formally adopting a high school, we have established the following relationships with tri-valley high schools:
  - counseling outreach to Amador High School (Pleasanton) (ongoing), which includes educating juniors and seniors on learning communities,
  - English coordinator and Umoja students presented to the BSU at Livermore High School,
  - Umoja Coordinators are invited to present at the monthly Pleasanton Unified School District’s African American Family Network meeting (Fall 2018),
  - Umoja Counselor served on a panel at the African American Scholars Project (AASP) monthly Black student and family workshop (Fall 2018), and

- three Umoja students are mentoring tri-valley high school students through an internship with the AASP.

- **To create an end-of-the-year "rites of passage" for our first group of students (tied to dedicated Umoja space on campus):** We had an end of the year celebration where student received certificates for participating in the Umoja program. We are re-working the plan for the current academic year to include recognizing students who are graduating in Spring 2019 and/or transferring Fall 2019.
- **To have a dedicated math tutor:** During our recruitment process in AY 16-17, more than 70% of our students inquired about a dedicated math tutor and expressed concern with their math skills (i.e. low placement scores, test anxiety). In addition, African-American students were found to be "disproportionately less likely to complete Basic Skills Math (Math 107, 65, 55) according to RPIE's *Student Equity Data: Course Completion* report.

While we do not have a dedicated math tutor, we have instituted an interim plan, which included the following:

- Math instructor tutoring support at bi-monthly Umoja study jams (Spring 2017)
- Math instructors conducting their office hours with the learning community center (Fall 2018)
- **To provide career exposure (such as guest speakers, mentors, National Association of Black Accountants and other culturally-relevant professional associations with student chapters):** We had one guest speaker, from PricewaterhouseCoopers, who provided career exposure to Accounting and Audit. This is one area of the program that we need to grow. With the support of student assistants, we can begin to reach out to neighboring businesses and student chapters to create relationships for career mentoring and exposure.
- **Put plans in place for Fall 2018 to create a collaborative atmosphere between the existing and new Umoja co-hort – *This goal was not planned in earlier Program Review:*** In Fall 2018, we held a pizza party mixer in the new learning community center to bring the current and last Umoja co-hort together in effort to create community between both co-horts.
- **Collaborate and provide intercultural activities and events with other Learning Communities (Puente and Gateway to Success) --- *This goal was not planned in earlier Program Reviews:***
  - Puente and Umoja coordinators worked together to plan a joint campus tour to UC Berkeley (Spring 2018).
  - Learning Community Coordinators planned a Learning Community Center opening event across all new learning community students (approximately 90 students). Students met to brainstorm wants and need for the new center in addition to sharing a breakfast meal.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
<b>x</b>	Community Partnerships/Outreach	<b>x</b>	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<b>x</b> Services to Students
	Curriculum committee items		Financial/Budgetary	<b>x</b>	LPC Collaborations	SLO/SAO Process
	Enrollment Management	<b>x</b>	Human Resources	<b>x</b>	Pedagogy	Technology Use



External Factors		Learning Support	<b>x</b>	Professional Development	
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**D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:

<http://www.laspositascollege.edu/research/outcomes.php>

While we do not have IR data that captures student success statistics representing the direct impact of Umoja, the overall success rates for African American students increased by 1% from 2016-2017 to the 2017-2018 academic year ( <i>Program-Set Standard 2017-18: Course Success Rates</i> ). It is Umoja’s goal to ask the Research, Planning, and Institutional Effectiveness Office (RPIE) for data on an ongoing basis.						
Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxr">https://goo.gl/23jrxr</a>			
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	Curriculum committee items		Financial/Budgetary	<b>X</b>	LPC Collaborations	SLO/SAO Process
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	External Factors		Learning Support		Professional Development	

**E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

<p>In Fall 2017, in consultation with J. David Rodriguez of the College’s Research, Planning, and Institutional Effectiveness Office, Kisha Quesada Turner created a survey tool for Umoja students. Its goal was to gain honest perspectives about how students interacted academically and interpersonally with all faculty; how much they felt part of the College campus; and to what extent outside or life barriers affected their academic goals. Its other objective was to capture success in ways that were missed by other survey tools. In December 2017, 18 Umoja students took the survey. Significant trends include:</p> <ul style="list-style-type: none"> <li>➤ Almost ¼ (n = 4) of our students reported that they struggle with mental health challenges.</li> <li>➤ Challenges with having enough money were reported by almost 20% of our students (n = 3).</li> <li>➤ Most students (n = 8) reported having no challenges with obtaining basic needs (food, clothing, housing, dependent care, and the like), transportation challenges, learning or physical disabilities, and mental or physical health.</li> </ul>
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- When asked how many Umoja and non-Umoja campus events they predicted they would attend in Fall, the majority answered 0 events, followed by 4 or more events, followed by 2 events. When asked how many they actually attended, the majority answered that they attended 4 or more events, followed by 3 events, followed by 2 events. This suggests that Umoja students are aware of, invited, and motivated to be part of the campus community.
- When students were asked how often they predicted they would visit their Umoja and non-Umoja instructors during their office hours, the majority predicted often (n = 6), followed by never (n = 5), followed by sometimes (n = 4). When asked how many times they actually visited, most answered often (n = 7) and sometimes (n = 7) (a tie), followed by rarely (n = 5). None said never. This suggests that some Umoja students see value in interacting with instructors, are empowered to seek help and mentorship, and feel comfortable with their instructors.
- When Umoja students were asked “Before this semester, how often did you participate in your classes (in any way)?”, most answered that they always participated in their classes before the Fall 2017 semester (n = 6). The next popular answers were often (n = 5) and sometimes (n = 5) (a tie). Those who answered rarely and sometimes were last, with one response each (n for rarely = 1; n for never = 1). When asked “Now that the semester is ending, how often do you actually participate in your classes (in any way)?”, most answered always followed by often and sometimes (a tie). Interestingly, those who responded never and rarely rose by 100% (n for rarely= 2, and n for never = 2). If warranted by future similar responses, Umoja could adopt and practice strategies to empower every student’s voice to be heard. Based on what Umoja learns, perhaps an Umoja training could be created for all campus staff.
- When asked how strongly they agreed that they felt respected on campus, most said agree (n = 8). This was followed by strongly agree (n = 6), and neither agree or disagree (n = 4). Though the numbers are promising, it warrants the question: Why don’t all students strongly agree? Umoja program staff could also monitor this area, refining our interventions, learning new ones, and possibly sharing our experiences and lessons with the larger campus community.
- When asked how strongly they agreed that they felt supported academically, emotionally, and culturally on campus, most students answered strongly agree (n = 10), followed by agree (n = 6), and strongly disagree (n = 1). This suggests that Umoja and the larger campus community is strongly supportive and is exhibiting an ethic of love (an Umoja teaching practice) towards Umoja students. At the same time, the lone response that strongly disagrees suggests that the survey tool include a section for explanations.
- Finally, when asked to what extent they agreed that they feel comfortable using the campus resources on campus, the majority reported strongly agree or agree. This suggests that Umoja students are resourceful, leaders, and ambassadors. They are navigationally savvy.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources	X	Pedagogy		Technology Use
X	External Factors	X	Learning Support	X	Professional Development		

**F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).**

There have been significant successes by students in the Umoja Community. For instance, the Umoja Community Education Foundation and our College’s relationships with community partners have resulted in off-campus opportunities for Umoja students such as paid internships with Kaiser Permanente and the African American Scholastic Project. Another student participated in a professional development training at UC Berkeley for future teachers of Black History. One was even selected to participate in the Obama Foundation’s leadership conference. and professional development trainings.

On campus, Umoja students also shine. Leadership and community have been major themes since Fall 2017. Some have given presentations both within and outside of Umoja spaces, such as at our End-of-the-Year Rites of Passage Celebration (May 2018), a meeting of the District’s Board of Trustees (May 2018), and at a Town Hall meeting (April 2018). They also took the lead in organizing and planning student groups like the Black Student Union (BSU), creating Sista-2-Sista to serve the emotional wellness of women on campus. and participating in Umoja’s Fall 2018 Orientation for incoming Umoja students.

Academically, Umoja students certainly achieved in 2017-2018. For instance, in Spring 2018, Umoja students were featured in LPC’s *Havik* publication, and 2 students were recognized by the LPC Library for their research. These research essays were written in their Umoja English 1A course. In addition, Umoja students who participated in the Fall 2017 LIBR 1 course gained an increased familiarity with the library and information literacy concepts, leading to an observed regular and effective use of the library for research, study aids, and study space by most of the students in the cohort. Students also became Wiki-scholars and applied their knowledge of the library and information literacy concepts to edit Wikipedia articles related to the African Diaspora, improving Wikipedia’s content. Student editors added an average of 390 words to the articles they selected and cited a credible source to support their content addition. Each article edited has been viewed by the public an average of 22,624 times.

Finally, Umoja saw its first student transfer to UCLA at the end of Spring 2018. This student participated in Umoja during its launch phase by attending meetings to weigh in on the design of the program at LPC. He also outreached to English 104 students, attended conferences, participated in the Fall 2017 orientation, and much more.

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<b>X</b>	Community Partnerships/Outreach	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
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**G. Obstacles: What obstacles has your program faced in achieving plans and goals?**

In 2017-2018, Umoja encountered several obstacles in achieving plans and goals. They are:	
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1. **Lack of space to have large-scale events:** For example, the Umoja orientation (Fall 2018) and the Learning Community Center opening event (Fall 2018) were both held in Room 1726. We found at both events that the space was lacking for activities, networking, and serving of food. While we have a new Learning Community Center, the space only has seating for about 15 individuals (excluding the group study rooms) for networking and/or social events. Therefore, Umoja needs a larger social or multicultural space to hold large-scale events on campus. Additionally, while Umoja, Puente and Gateway to Success are supporting the success of disproportionately-impacted students, we have limited capacity to directly serve students via the cohort model. A larger space allows Umoja to market our campus events to the campus community at-large and serve disproportionately impacted student populations on a wider scale.
2. **Human Resources:** Now that there are two Umoja cohorts on campus, the effort to case manage our students' progress has doubled without an increase to reassign time. See Section 1, Item B for recommended support.

Similarly, a non-coordinating Umoja instructor participates in the learning community not only by teaching a course, but in Umoja Community events, weekly one-hour meetings with fellow Umoja instructors, and bi-weekly two-hour study sessions for Umoja students ("Study Jamz"). In addition, all Umoja instructors follow best practices and integrate one-on-one conferences and instruction for students at a more time-intensive level than for students in non-linked courses. This extra time commitment to Umoja courses and students is not accounted for in terms of CAH. Therefore, Umoja suggests 2.0 CAH each for non-coordinating Umoja instructors when teaching and 1 CAH when they are not teaching Umoja courses.

Also, in the prior year's program review, Umoja had a goal to "create a leadership program for current Umoja students." We have neither had the time nor resources to create a leadership program for Umoja students.

Finally, Umoja is still in need of dedicated tutoring resources in English and math (at least 6 hours a week in each subject) to tutor Umoja students in the Learning Community Center, RAW Center, and/or Tutorial Center.

3. **Uncertainty of Ongoing Umoja Funding:** Umoja's prior year Program Review included a plan to "move from a start-up budget to have an official operational budget." While we created an operational budget for the 2017-2018 academic year, we cannot refer to this budget as the official operational budget for the reason Umoja is fully funded with student equity dollars, which are provisional funds. Thus, if student equity dollars are withheld or become non-existent, Umoja will be reduced to one counselor coordinator, whose coordination time is not funded through equity. Consequently, Umoja would not offer activities or programming outside of linked courses and counseling support.
4. **Lengthy field trip approval process as well as purchasing obstacles for field trips and conferences (Risk: Inability to lose opportunities to attend enriching Umoja activities and trainings off-campus.)** Umoja is a partnership between Student Services and Academic Services divisions. For this reason, Umoja's field trips and conferences require a lengthier approval

process than most other programs. Specifically, field trip paperwork must be routed and approved by two deans and two VPs. Meanwhile, CSU and UC campuses plan Umoja Days (wherein students are invited to tour a campus and learn of its Umoja program and services) with less than a month's notice. Since no monetary transactions can be initiated until all field trip and conference paperwork have been signed by the two deans, two VPs, and then the President, we are left with a minimal amount of time to purchase services (e.g., event tickets, transportation) for events. As a result, Umoja students are at risk of missing out on transfer and student leadership related opportunities.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxr">https://goo.gl/23jrxr</a>		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X Services to Students
	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations	SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy	Technology Use
X	External Factors	X	Learning Support		Professional Development	

**H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.**

Our short-term plans for academic year 2018-19 are:

1. To provide career exposure (such as guest speakers, mentors, National Association of Black Accountants and other culturally-relevant professional associations with student chapters). This is a carryover from Umoja's 2016-17 program review
2. To create a leadership program for current Umoja students. This is a carryover from Umoja's 2016-17 program review
3. To create plans that will foster a collaborative atmosphere between existing and new Umoja cohorts
4. For Umoja faculty to create a linked project wherein students submit an assignment that requires a skill learned in all Umoja classes (e.g., PCN 30, English 1A, and Library Skills 1)
5. To use our fall and spring mixers to hold *indabas* or augment a topic we are learning about in our Umoja courses
6. To execute at least one Umoja-hosted community event or lecture on campus dealing with issues of importance to Umoja students. Lectures would be student-driven, i.e., students would select speakers, invite and host speakers (with Umoja Faculty Guidance).  
To expand on-campus Umoja activities to include students at-large (However, adequate facility space is needed)
7. To move from a start-up budget to have an official operational budget. - carryover from 2016-2017 program review
8. To secure library textbook funding for Umoja's Library Skills course
9. To try to hire one Math tutor
10. To enlist a Math faculty or Math tutor in Umoja
11. To secure funding for students to attend events and/or exhibits rooted in and related to the African Diaspora

12. To hire 3 student assistants (10 hours / week per student assistant). These would ideally be former Umoja students who have taken Umoja courses before. Their duties would be to tutor and mentor current students and provide clerical support to Umoja instructors and coordinators. The assistants would either be paid and/or receive work experience credits
13. To use RPIE to capture our success rates
14. To create one additional SAO to measure program effectiveness with regard to retention of Black males (estimated due date Fall 2019)
15. To conduct research related to starting an Umoja mentorship program by Fall 2020. This includes incorporating Umoja’s advisory board, Watemi, and the 2017-18 cohort of students to create mentorships with future cohorts
16. To collaborate with LPC’s Mental Health Services Grant team to provide culturally relevant interventions and referrals for Black students
17. To implement case management tools for tracking academic progress, Umoja touchpoints, and referrals (e.g., EOPS, Cal Works, DSPS, Health Center for mental and physical needs, and Financial Aid)
18. To grow Umoja’s partnership with the African American Scholars Project (AASP) in efforts to support a seamless transition for African American students from Tri-Valley high schools to community college
19. To plan one annual activity with Puente and Gateway to Success students
20. For Umoja faculty to complete at least one professional development training on teaching and supporting African American males or men of color (by end of Fall 2019).
21. To explore the need to add least one additional cohort to the learning community. Possible examples will be based on demonstrated students’ needs, e.g. cohorts based on career education, cohorts for athletes, discipline- or theme-based cohorts, cohorts for evening/night students, distance-education cohorts, or cohorts for men of color. Of course, at least one other counselor and more faculty would be needed

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Curriculum committee items	<input checked="" type="checkbox"/>	Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations	<input checked="" type="checkbox"/>	SLO/SAO Process
<input checked="" type="checkbox"/>	Enrollment Management	<input checked="" type="checkbox"/>	Human Resources	<input checked="" type="checkbox"/>	Pedagogy		Technology Use
	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input checked="" type="checkbox"/>	Professional Development		

**I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).**

Umoja projects that its needs for the next 3 to 5 years will be:

1. To explore a needs-based emergency immediate scholarship fund of at least \$ 5,000.00 and/or monthly stipend of at least \$200.00 for Umoja students with demonstrated need(s) such as living expenses, transportation, childcare, parking permits, etc.
2. To host a retreat/training to familiarize more campus faculty, administration, and classified professionals with the Umoja learning community (e.g., introduce Umoja practices)

3. To widen pool of instructors who teach Umoja-informed courses.
  - This requires sending faculty to SLI, an additional cost
4. To integrate math support into Umoja.
5. To grow funding for Umoja-driven events and lecture series and increase frequency to 2 events/lectures per academic year.
6. To add at least one additional cohort (possible examples based on demonstrated students' needs are CTE, student athletes, discipline- or theme-based, evening cohorts, distance education, and men of color cohorts)
  - Of course, more counselors and faculty will be needed

Mark an X before to each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources	X	Pedagogy		Technology Use
	External Factors	X	Learning Support	X	Professional Development		

## Section Two: Current Topics (Required for All Programs)

A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

[http://www.laspositascollege.edu/about/assets/docs/LasPositas\\_Ed\\_Master\\_Plan.pdf](http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf)

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

All Umoja plans, shown below, are in support of **Goal A "Educational Excellence"** and Strategies **A1 "Address the educational needs of a diverse student population and global workforce"** and **A5 "Assist underprepared students."** In addition, some plans correlate to additional goals and strategies as outline below:

1. To research the feasibility of starting a mentorship program by Fall 2020. **(Goal B, Strategy B4)**
2. To complete at least one professional development training on teaching and supporting African American males and men of color (by end of Fall 2019). **(Goal A, Strategies A1 and A2 / Goal D, Strategy D3)**
3. To implement case management tools for tracking academic progress and Umoja touchpoints. **(Goal C, Strategy C4 / Goal A, Strategy A3 ("supportive services") / Goal D, Strategies D2 and D5)**
4. To expand on-campus Umoja activities to include students at-large (need adequate facility space) **(Goal A, Strategy A7)**
5. Plan one annual activity with Puente and Gateway to Success students. **(Goal A, Strategy A7)**
6. To provide career exposure (such as guest speakers, mentors, National Assn. of Black Accountants and other culturally-relevant professional associations with student chapters) – *carryover from 2016-2017 program review*. **(Goal B, Strategy B3)**
7. Put plans in place to create a collaborative atmosphere between the existing and new Umoja co-hort. **(Goal A, Strategy A7)**
8. Grow partnership with the African American Scholars Project (AASP) in effort to support a seamless transition for African American students from tri-valley high schools to community college. In addition, this partnership has the potential to increase Umoja's visibility at tri-valley high schools. **(Goal B, Strategies B1 and B4)**
9. Create one additional SAO to measure program effectiveness on retention of Black males (estimated due date Fall 2019). **(Goal D, Strategy D2)**
10. To move from a start-up budget to have an official operational budget. - *carryover from 2016-2017 program review*. **(Goal C, Strategy C1)**



11. To create a leadership program for current Umoja students - - *carryover from 2016-2017 program review.* **(Goal A, Strategy A7)**
12. Umoja's goal of using our fall and spring mixers to hold *indabas* or augment a topic we are learning about in our Umoja courses and getting a Math instructor or tutor involved in Umoja and our Umoja faculty goal to create a linked project wherein students submit an assignment that requires a skill learned in all Umoja classes reflect the College's Educational Excellence goal because *indabas*, which are deep discussions, and opportunities to augment a topic covered in class are ways for students to grasp topics, which are culturally-relevant, more fully and at their own paces. Because of the times within semesters to learn, students may not get opportunities reflect even more deeply about a topic, discuss it from multiple angles, etc. Also, offering math support to Umoja students by providing a tutor who is also a Math instructor is a direct way to support student learning.
13. Umoja's goal of hiring student assistants relates to the College's goal of Supporting Organizational Resources. Clerical work by students could facilitate the work of the coordinators which translates into more time and services provided by coordinators to Umoja students. Also, by hiring student workers, job opportunities are provided which is a form of student support. This can also allow them to network with people with diverse interests which could help them identify or stoke their own interests.

**B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? \_\_\_yes \_\_\_no**

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

**If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.**

N/A

**C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.**

We would like to have working audio in the Learning Community Center that is linked to the monitor screen when projecting from a laptop, tablet or cell phone. We would also like to have an expanded space for networking and social events with a room capacity of 100 when seated and 120+ when standing.

**D. Professional Development**

**Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://qoo.gl/w8sqBM>**

**D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.**

In AY 2017-18, the Umoja Coordinators completed 6 or more hours of training called Black Minds Matter, a public course by Dr. J. Luke Wood. The intent of the course was to raise awareness on the barriers and issues that have and could potentially continue to impede the educational success of Black males. Also, Flex Day workshops on implicit bias and the Working Together Workshops were impactful on Umoja coordinators. In the future, the coordinators plant to seek opportunities to train outside of Umoja thanks to the \$500 stipend and committees like Basic Skills to pay for more expensive trainings.

**D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.**

The most recent MOU from the Umoja Community Education Foundation requires that the Umoja faculty attend the week-long Summer Learning Institute (SLI) professional development conference every other year. Any new Umoja faculty or staff member must also attend the conference prior to teaching or supporting Umoja students. The cost is approximately \$8,000 per participant. Umoja faculty attended one SLI in 2017 and are due to participate again in Summer 2019. At the time of this writing, SLI is supported by equity dollars. If those dollars are reduced, it may be challenging to meet this requirement and thereby meet the MOU commitment.

Other professional development needs are as follows:

- Ongoing training on teaching and supporting men of color.
- Intrusive academic advising and mentoring for all Umoja faculty and board of elders to Umoja (informal board)
- Best practices for retaining students of color
- More of an allotment from PD for each person because \$500 is not enough.
- Mental health interventions and student support for African American students experiencing trauma, anxiety and depression

**E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?**

N/A.

### Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO    PSLO    SAO - Not applicable
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: Not applicable
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?
Do you plan to continue tracking this SLO in the next year? Explain.

**C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)**

Circle One: CSLO   PSLO <b>SAO</b>
Course, Program Name, or Student Service Area: <b>Umoja Learning Community</b>
Text of CSLO/PSLO/SAO:  "Students who complete at least one Umoja course per semester for two consecutive semesters will return for the following semester at a 90% rate."  With the help of the SAO liaison, Umoja coordinators' plans for analysis of the SAO above are to study data enrollment from Banner within sixty days of the following academic year. For example, we will study the enrollment data for the 2018-19 cohort of students within sixty days of the semester start date of academic year 2019-20.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

**D. SLO/SAO Suggestions (optional):** What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

<b>None.</b>
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**Section Four: Curriculum Review  
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

**Curriculum Updates**

**A. Title V Updates:** Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

**B. Degree/Certificate Updates:** Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

**C. DE Courses/Degrees/Certificates:** Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.