

Learning Communities PR Y5 2021-2022 Program Update Report

LMC Honors Transfer Program:

Date: 03-17-2022

- Learning Communities Program Review Year Five - Honors Transfer Program
- Learning Community LSO Annual Assessment Reporting - Honors Transfer Program

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LMC Honors Transfer Program

1. Program Update

Learning Communities Program Review Year Five - Honors Transfer Program

A. Describe any important changes or updates within your program since the *2019-2020 Program Review Year 3 Update*. (staffing changes, program changes, etc.)

The most important changes to the Honors Program have resulted from the dramatic shift to online education because of the COVID-19 pandemic. Before March of 2020, we had never offered an online Honors Course due to the importance of creating classroom community for the Honors Students. To have to pivot to an all-online format was a tremendous amount of work, but the Honors faculty did an outstanding job. Most chose to teach synchronously during the 2020-21 academic year which we believe contributed to our ability to maintain a robust Honors community. We also created a fully developed Canvas presence which is the hub for all Honors announcements and program materials.

In addition to shifting Honors Courses, all Honors Program operations had to move online as well including the Honors Club activities, marketing and admissions and student support. During the 2020-21 year, the Honors Club met regularly on Zoom and had its highest attendance in history. Often 30-40 students showed up and participated at our weekly meetings. We held a wide variety of social events online including starting a very popular Book Club which continues to this day. Even with the pandemic, the Honors Officers found ways to socialize together with events such as a Trivia Night, and online gaming events. And they came up with innovative ways students could continue to do community service including organizing a Pen Pal project with a local retirement home.

This Fall of 2021, Honors has moved decisively back to campus. Five of the seven Honors Courses are in-person and all had robust enrollments. The Honors Center is open the maximum number of hours currently permitted (Monday through Thursday, 10am-4pm). The Honors Club meets in person (with a Zoom option) and has organized a variety of successful on-campus events including a Learning Communities Halloween Party with 100 attendees, a Welcome Party and two very popular field trips to the San Francisco Symphony (38 attendees) and SF MOMA (50 attendees). By Spring 2022 we will have six of the seven Honors Courses back in person. Because the pandemic is still ongoing, we do offer online options for workshops and orientations as appropriate, however most of our energy is focused on re-establishing a vibrant Honors community on campus. We believe this is important for the integrity of the program and the future of Los Medanos College.

2. Engagement

Learning Communities Program Review Year Five - Honors Transfer Program

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Even with the challenges of the pandemic, Honors has remained an active contributor to the cultural and intellectual life of Los Medanos College. During the 2020-21 academic year we hosted a wide variety of well-attended public events including

- 2020 Election forums
- Panels on Fake News and the Science behind COVID-19
- Guest speakers such as Native American author Beth Piatote and labor rights activist Juanita Chavez
- A Personal finance workshop: Retire Rich

We continue to enrich the campus community this year with various social and academic collaborations with the Umoja Scholars Program and the Learning Community working team.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Events open to community have proved more difficult to organize during the pandemic, although we welcomed community members to the events mentioned above. One benefit of Zoom events is that geography is no longer a barrier and we were happy to see many students and employees from DVC, CCC and the District Office attend.

Although most in-person statewide Honors events were cancelled during this Program Review period, the Honors Director has continued to be active in the Honors Transfer Council of California and the Bay Honors Consortium, including serving on a journal committee to select outstanding honors student research for publication.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

The Honors Program has always included adjunct faculty in our work as Honors Course teachers. Recent examples include Courtney Goen (History), Reggie Lemay (History), Jim Jackson (English) and Zachary Feere (Speech). Reggie has recently also joined the Honors Board as well.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

The Honors Advisory Board continued to meet regularly 2-3 times per semester in spite of the pandemic to review Honors Contracts, select curriculum and generally oversee the program. Meetings dates from 2019- the present were as follows:

- September 24, 2019
- October 22, 2019
- November 26, 2019
- February 25, 2020
- September 24, 2020
- October 29, 2020
- February 25, 2021
- April 22, 2021
- September 23, 2021
- October 21, 2021

When the college shut down in March of 2020, the Board quickly moved to amend our policies to allow all students who so desired to continue on the Honors Program even if they needed to drop Honors Courses during Spring 2020. Our current project involves re-visiting the list of Automatic Honors Courses to include newer STEM curriculum.

LMC MESA

1. Program Update

Learning Communities Program Review Year Five - MESA

A. Describe any important changes or updates within your program since the *2019-2020 Program Review Year 3 Update*. (staffing changes, program changes, etc.)

In the last two years we have had several changes to our program. We have switch out our faculty sponsor to representation by Julio Gurrero-Gonzolas from the Pittsburg math department. Our counselor has also taken on a new roll as department chair, leaving a vacancy for some hours to be filled. We have welcomed Marco Godinez back to MESA counseling. In 2020 we reapplied for the MESA competitive grant and was awarded it from 2021-2024 with an increase in funding.

The largest program change was the move from in person to online with the pandemic. We now have a fulling functioning online tutoring service, online workshops, online drop-in services. We have recently moved to hybrid services with some in person services back on campus.

We have found a new need for students to be connected and helped online. So we created MESA Mentor Ambassadors. These Mentors reach out to our students individually and help with goal setting, connecting with campus resources, and transfer resources. This is funded by a grant from the UCs

Lastly MESA has moved to an annual application rather than semi-annual. This helps with

workflow and serving the students we have.

2. Engagement

Learning Communities Program Review Year Five - MESA

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

MESA Faculty and Staff are very involved in institutional efforts. MESA Director Nicole Trager currently serves on Guided pathways and SEM as a voice for both learning communities and STEM students. She also serves in Equity spaces like SEA and IDEA.

The MESA team regularly attends the learning communities coordinators meeting to collaborate campus wide with other learning communities.

MESA also presents at the STEM division meetings.

The MESA Counselor Melissa Pon is involved in the Department Chair Meetings, Student Services Meetings, and prior Accreditation meetings.

The MESA faculty advisory Julio Guererro-Gonzalez has been involved with academic senate and is now involved in writing and maintaining math curriculum.

The MESA team also regularly attends department meetings including, but not limited to physical science, math, biology, computer science and counseling to receive updates and collaborate with stake holders.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The MESA team has provided targeted recruitment to community and LMC students through many different outlets.

We have worked strategically with the outreach office to provide recruitment to 5 feeder high schools and more, focused on those with first gen students and those coming from low income schools. Counselors in Counseling Department regularly informed to encourage students to apply to the MESA Program

MESA presentations conducted in LMC STEM classes, including other learning communities such as UMOJA, Puente, and EOPS.

Provided MESA workshops at Senior Saturdays and High School Focus Fridays, Wednesdays and Counselor Sessions. MESA has a large transfer partnership currently with Avenue E and Avenue B at UC Davis and works collaboratively to provide TAG and transfer help to our students who wish to continue on in a supportive environment in a University.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

We have student workers every semester as tutors. In a non-pandemic semester it is typically 13-15 students, we now have about 9. Each tutor goes through two semesters of training for tutoring. Both discipline specific and general tutoring. During key points of the semester, tutors also have department meetings where they can have input into MESA and suggest changes. For example, one suggestion that came out during our transition to online was to have drawing tablets and we were able to provide that for better tutoring access.

Our MESA mentor ambassadors are new. We have had 4 student workers under this title. They receive cross training in MESA and Transfer Services. MESA provides training in customer service, MESA, community building and goal setting such as SMART goals. Transfer provides training in transfer processes like CSU, UC and TAG applications. They also have departmental meetings where they can have input on the program and the department.

Our part-time classified professional Abbigail Duldulao attends monthly department meetings and provides input. She has also attended trainings for budgets at the district and local buisness office. She has received trainings for caring campus as well as all online trainings needed since the pandemic.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

The MESA Advisory council met once per semester and received updates about the program as well as provided feed back about upcoming changes.

MESA Held Flex activities in FA2019, SP2020, FA 2021 to provided opportunities for STEM faculty and related staff to focus on MESA related student issues.

Items covered for each meeting:

- Student enrollment
- Student make up
- staffing changes
- program changes
- budget updates
- input from departments

LMC Puente Program

1. Program Update

Learning Communities Program Review Year Five - Puente

A. Describe any important changes or updates within your program since the *2019-2020 Program Review Year 3 Update*. (staffing changes, program changes, etc.)

In the Fall of 2021, Puente added a new co-coordinator/Puente Writing instructor, Anthony Scoggins. Stacey Miller is currently teaching 1 section for Puente. but she is no longer the coordinator. We still continue to maintain two cohorts with the new co-coordinator along with the other co-coordinator and Puente counselor, Dr. Trinidad Zavala. This semester, we continue to provide our classes and teaching format to a primarily online experience, yet the new co-coordinator has augmented his course to be hybrid, meaning students meet once a week face to face while everything else is primarily online. This face-to-face component should allow us to retain more students as well as conduct workshops, office hours, and possible future Puente activities. However, at this time, most events and activities will be held online until further notice. In Spring of 2022, the 2nd year English class will continue to be hybrid, and we shall attempt to hybridize any kind of professional development or training. Additionally, Puente continues to offer blocked sections of courses, such as Speech 110 and Drama 30.

2. Engagement

Learning Communities Program Review Year Five - Puente

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Puente faculty and staff have engaged in the following institutional efforts: curriculum committee, the 2nd floor Student Union users meeting, the learning community coordinator's meeting, and eLumen/Program Review training. Additionally, we continue to attend counseling department meetings, English department meetings, and we also have our own weekly Puente team meetings. Finally, we intend to develop a professional development presentation/workshop on Puente Mentorship. We shall endeavor to do Puente Mentor training with the Berkeley office in Fall of 2021, as well.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Overall, we as faculty and staff have engaged in many things. We start off with El Dia de Los Muertos in Oakley, a face-to-face event that includes not only Puente but also the entire student population at LMC. In the past, since 2018, Puente had gone to face-to-face Day of the Dead community events in surrounding Bay Area communities, such as trips to San Francisco, but we have held back in the past due to COVID concerns. In the past, we have also engaged in Cesar Chavez celebrations in the community and at LMC; we intend to do the same when the time comes, albeit perhaps in an online format or as an option for those who do not feel safe. Also in the past, we have held scholarship events on campus with vendors such as *taqueros*. Finally, we have invited our community to *Loteria night*, as well as cultural events with *folklorico* dancers. COVID permitting, we will continue these events in the Spring of 2022.

Finally, as an option, we are now collaborating with other Learning Communities for new Welcome Day events; one example includes a Halloween Night on Thursday, 28 October.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

Part-timers and students are included in both decision-making and discussions. First, our new English co-coordinator includes himself in all of these items; second, we have an embedded tutor in one English 100/100S that is included in discussion and decision-making regarding matters pertaining to this specific course. She also helps with providing feedback and grading with the guidance and training by the English co-coordinator. As for our students, we poll them in decisions related to Puente events, such as workshops and cultural events like El Dia de Los Muertos. In 2018 and before, we had collaborated with Puente Club officers for Puente events and activities, and we intend to continue to do once we reestablish our Puente club with a new president.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

N/A.

LMC Transfer Academy

1. Program Update

Learning Communities Program Review Year Five - Transfer Academy

A. Describe any important changes or updates within your program since the *2019-2020 Program Review Year 3 Update*. (staffing changes, program changes, etc.)

Staffing

In Fall 2019 our program coordinator, who contributed to Transfer Academy support and tour scheduling, left the college for another position. This position has not been filled to date.

In 2019 and 2020 we were able to hire six Transfer Academy peer mentors to support our outreach and retention efforts of new students joining the Transfer Academy program. The mentors were selected from a pool of applicants and assisted with conducting new student orientations and tabling and workshop support during Senior

Saturday in 2019 and online orientations in 2020. Unfortunately, in 2021, we did not have any funding for these mentor positions and no students applied to be volunteer peer mentors, and so online orientations were conducted solely by program staff and alumni students.

The Transfer Academy faculty has shown great improvement in retention. All faculty who taught for the program for the past two years are continuing or returning faculty who are experienced with and knowledgeable about the program and student population. This allows for consistency, support, and familiarity with the program structure and procedures, such as check-ins, progress reports, and so forth.

A new Career Counselor was hired in Fall 2019 and has taught sections of ACS-10 for the program and built close connections, while offering Career Counseling for Transfer Academy students, which was made a mandatory program requirement in Fall 2021.

Applications & Recruitment

The past two years have shown significant changes in both our recruitment and enrollment. For our Fall 2019 application cycle we had a record number of applicants. Students who applied while attending Senior Saturday filled our program numbers in one day, though ten spaces were reserved for students who applied later in the summer, and who were in need of the program's services/support. Then for our Fall 2020 application cycle our enrollments dropped significantly. The college was unable to host a Senior Saturday event, or recruit students directly on the high school campuses. Marketing efforts were confined solely to emails from high school counseling staff and the LMC website. Difficulties in marketing and recruitment, combined with other external forces caused by COVID-19, led to a much longer recruitment period, with students joining Transfer Academy the week before Fall term 2020. In the end we were able to recruit the program to a capacity of 90 students.

In 2021 we decided to open our application earlier than usual (January instead of April) in the hopes of reaching more students and filling our program. Unfortunately, this attempt did not fully accomplish our goal, as we were unable to fill all 90 spaces in the program even by the start of classes in August. We finally closed the application with 88 students enrolled. For recruitment, the program has continued to provide targeted outreach efforts to first generation college students, underrepresented student populations, and students who are undecided about their major and career path.

For all three application cycles we utilized a new online application created in partnership with the district office. This online application allows students' applications to be tracked, entered, and monitored all in one place. Emails can be automatically sent with the application allowing for quick and easy communication. All new student orientations were hosted remotely through zoom both in 2020 and 2021.

Programming & Engagement

Over the past two years our program has needed to make some major changes and transitions in our programming to meet the needs of students in the program. With the arrival of COVID in March 2020, our classes and program services needed to move

online and remote. This meant many changes for the students and staff.

Over the past two years, no university tours have been offered. This left our Transfer Academy population without access to in-person campus experiences. We were also unable to offer our yearly conference in the spring, or our Fall Welcome Day and Spring Welcome Back events in the fall and spring semesters. In fall 2020 our welcome day was converted to an online event with limited attendance and very low student engagement. In fall 2021 we decided to forgo the group event and instead offered a series of in-person campus tours around the LMC campus, with most students attending. In-person program socials, which had been introduced in fall 2019, were suspended, with online program socials being offered in their place. These socials ranged from video game events to group discussion posts. These events were not well attended and not everyone fulfilled this new program requirement.

Transfer Academy counseling appointments were converted to remote appointments, through zoom and phone, with great success. We saw an increase in appointment show rates, with almost all students meeting their program requirements in this area. Weekly counseling drop-in times were also provided too to allow for more availability for students to meet with the Transfer Academy counselor to discuss any questions or concerns. In fall 2021 office hours with our program coordinator were also introduced to allow students more support and access to staff, with hours being offered both online and on-campus. Very few (approximately 5) students took advantage of these offerings, even though they were informed that this was a program requirement.

After a difficult transition to asynchronous learning in fall 2020 it was decided that students needed more structure and campus connection in fall 2021. Therefore, more in-person, hybrid and online synchronous courses were created to improve student success and connections compared to fall 2020 course delivery formats.

Transfer Academy graduation, typically a time of engagement and excitement, took a hit as well over the past two years. In 2020 students were encouraged to submit photos of themselves which were shared on social media and a slideshow which was sent to all students. Students were also gifted their graduation sashes and certificate, delivered to their residence by program staff. In 2021 we were able to bring the students to campus for a drive-thru graduation in partnership with all learning communities. Students were encouraged to decorate their cars and drive around the campus parking lot while receiving applause and gifts from various tables. Students were gifted cupcakes, lawn signs, and their graduation sashes and certificates. This event welcomed 50 graduating students to campus to celebrate their accomplishment.

Both 2019 and 2020 showed continued use of and updates to the Transfer Academy Canvas shell. Besides email and text messages, Canvas was the main method of communication used to reach and update students. New students' groups were created for more targeted messaging and resource referrals, including New Students, Continuing Students, and Graduating Students.

After continuous efforts of creating Peer Mentor program in both 2020 and 2021, a newly hired Student Ambassador was assigned to lead the event planning committee

and peer mentor program. This group is responsible for creating and planning program socials and other ways for students to connect to the campus and each other.

2. Engagement

Learning Communities Program Review Year Five - Transfer Academy

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

The Transfer Academy team have been active members of the LMC campus community. Over the past two years our staff have participated in both curriculum and articulation discussions by joining meetings and communicating with department chairs/representatives. Our team has more recently, in fall 2021, began meeting with the Guided Pathways leads to add our voice and opinions to the discussion about how to bring this new initiative to our campus. These meetings have been with both the learning community group as a whole, as well as on behalf of the Transfer Academy program as an independent program.

Over the past two years our team has continued to meet bi-monthly or monthly with the other learning communities. These meetings included all five learning communities and allowed Transfer Academy to continue building relationships and partnerships with the other learning communities on campus. Especially when the pandemic started, it was helpful for all programs to share each other's experiences and retention strategies, trying to support students in their respective programs in the new online environment. Also, during one of the meetings in spring 2021, it was decided that all learning communities would come together to celebrate graduating students from all the programs by hosting a Drive Thru Graduation event on campus. This group event was supported and promoted by all five learning communities and allowed us to come together in partnership and celebration of the student graduates. This collaboration has continued on to Fall 2021 holding joint events, such as a Halloween social event in October, and ideas for additional collaborative social events in the future across all learning communities.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

In both spring 2020 and 2021 the Transfer Academy staff attended and participated in LMC's High school counselor conference. During this conference the Transfer Academy team presented to the attending counselors about information about Transfer Academy, as well as answered questions about how and when to apply. In spring 2020 this event was hosted on the LMC campus and so we were able to meet with counselors face-to-face, whereas in spring 2021 the conference was hosted virtually and so our staff hosted breakout rooms to meet with counselors.

With the onset of COVID and moving to remote services, in both spring 2020 and 2021 Transfer Academy attended and participated in LMC Application workshops online. Our staff was able to drop into these workshops to promote Transfer Academy and answer questions from prospective students. In spring 2021 this program marketing continued with Senior Wednesdays. These evening online events were offered for four consecutive Wednesdays in April 2021 and targeted students who may be attending LMC in fall. Our staff attended and

again hosted breakout rooms where we were able to present about our program and answer questions. The Senior Wednesday events were offered in place of the Senior Saturday events that have a been offered in previous years. In spring 2020 no senior events were offered.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

As we have done in previous years, our Transfer Academy staff continued to meet on a weekly basis to discuss program updates, planning, issues, and strategies. Beginning in fall 2020 we invited our ACS-10 instructors to our weekly meeting to better monitor the success of our new cohort of students. These weekly meetings allowed for us to come together as a team, and included the program coordinator, program counselor, program director, ACS-10 faculty, and the department's career center coordinator.

As we have done in previous years, our program counselor sent regular emails to program faculty asking for progress reports and success updates for all new cohort students. In Fall 2021 not only were these email sent throughout the term, calendar invites for specific dates were sent to faculty to remind them to expect these email updates. These reminder emails paired with calendar reminders allowed us to better monitor the success of our new cohort and reach out to offer support when required.

As an additional way to support our Transfer Academy faculty, as well as to receive their thoughts and feedback, we schedule a Fall Flex training each year, and this was true for the past two years as well. The only difference for the past two years is that the fall flex training was held virtually via zoom for both years. Faculty were able to sign in and join in to share their experiences, concerns, and plans for the upcoming academic year. This is an invaluable means to connect with our faculty and ensure that they are aware of program requirements, updates, and resources to support them as well the students in the program.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

No Advisory Board meetings were held in 2019 or 2020 and no action was taken.

LMC Umoja Program

1. Program Update

Learning Communities Program Review Year Five - Umoja

A. Describe any important changes or updates within your program since the *2019-2020 Program Review Year 3 Update*. (staffing changes, program changes, etc.)

The Umoja Village, the physical space that houses the Umoja coordinator and student resources, moved into the new Student Union Building, which provides a larger space for Umoja students to congregate and study. The Umoja Scholars Program has added a new English professor, George Olgin, to its team of rotating instructors. Professor Olgin has taught the college composition and transfer level English courses, fusing in African American history to contextualize the writing and research processes throughout both courses. Other staffing changes, are the reduction of Umoja student ambassadors, from four ambassadors to two ambassadors (2020-2021). Additionally, Umoja has integrated its first joint learning community course, History 061 - African American History, in partnership with the Honors Program for Fall 2021, and will be continuing this partnership for Spring 2022 with Honors (Music 012 course) and with the Transfer Academy (Ethnic Studies 045 course). Lastly, this past year, the Umoja Scholars Program has had a number of changes as a result of the COVID-19 pandemic and restrictions. Since the onset of the COVID-19 pandemic (March 2020), the Umoja program has switched from an in-person/face-to-face delivery of instruction and services, to an almost 100% online learning and support services modality. The switch to an online learning and support services modality, has resulted in a 50+% reduction in student enrollment. In addition to the decrease in enrollment, student engagement in communication, community activities, and academic support services (tutoring and office hours) have declined and negatively impacted relationship/community building, retention, and course success rates. As COVID restrictions eased the Umoja Scholars Program has integrated hybrid learning and support services, in the form of one hybrid course (HIST-061 African American History) and the Umoja program coordinator working on-campus in the Umoja Village (physical space), Monday-Thursday 10:00am - 4:00pm.

2. Engagement

Learning Communities Program Review Year Five - Umoja

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

The Umoja Team has participated in a variety of committees. Our English faculty, Tess Caldwell and George Olgin, participate in LMC's English Department meetings regularly as well as the Umoja steering committee, the Induna Council. George Olgin also serves on the Curriculum committee and Academic Senate. The Umoja Counselor, Faith Watkins, regularly attends Counseling Department meetings, co-facilitates the Induna Council meetings, and serves on the District's African American Advisory Council, and as a substitute on the Curriculum committee. The Umoja Coordinator, Jamila Stewart, serves as a Classified representative on the Institutional Development for Equity and Access (IDEA) committee, the District's African American Advisory Council, the Honors Advisory Board, and co-facilitates the Induna Council meetings. Jamila also participated in a year-long Pedagogy Innovation Project cohort, and presented at LMC's College Assembly on the Umoja Scholars Program. The Umoja Math Instructors, Diwa Ramos and Rick Estrada, regularly attend Math Department meetings,

and Rick serves as an Honors Board Advisory member and just completed a 2-year position as chair of the Math Department. Umoja Humanities instructor, Luis Zuniga, served as a member of the Distance Education committee.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Umoja Counselor, Faith Watkins, participates in a county-wide chapter (Omega Upsilon Omega) of the African American sorority, Alpha Kappa Alpha, which serves the local community (Concord, Pittsburg, Antioch, and Bay Point) and provides educational and basic needs-based services and opportunities to the local high schools and colleges.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

Currently, Umoja's part-time employees consist of two continuing student ambassadors. Student ambassadors are given training on an as needed basis. They are consulted on Umoja activities and are charged with organizing activities and managing the Umoja space. They also are asked for their input on the Umoja experience and how to best support new and continuing students in the program.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

The Umoja Scholars Program's advisory board is referred to as the Induna Council. In 2020-2021 academic year, we saw an increase in the council's attendance grow from two to three people, to ten or more participants, as we transitioned from meeting once a month to meeting once or twice a semester model. The presentations were themed around core issues in the program, as opposed to monthly updates and reports, which enabled more rich conversations and more space for council feedback to help shape the work and development of the program.

The Induna Council met in 2019, November 12, 2020, March 11, 2021, and will meet on November 30, 2021.

In 2019, the Induna Council discussed: increasing the reach of Umoja with a goal of reaching a third of the Black student population. This meeting was informational and provided the Council with the goals of increasing the enrollment of more Black students into the Umoja program.

On November 12, 2020, the Induna Council discussed: Umoja enrollment and the impact and challenges of COVID-19 on enrollment. This meeting was information and provided the Council with updates on the health of the program and the means of communication that was proving to be the most successful with students virtually. The Council provided feedback on varying types of outreach efforts, such as pulling SQL reports that could provide a more targeted outreach approach to increase enrollment in the program.

On March 11, 2021, the Induna Council discussed: Umoja outreach, it's current structure, needs, outreach plans, and council participation in outreach efforts. The Council was provided

with social media marketing materials to distribute via email and social media to aid in the increased outreach efforts and enrollment in the Umoja Scholars Program.

On November 30, 2021, the Induna Council discussed how the Umoja community practices can inform the Guided Pathways model. During the meeting there was an overview of the current Guided Pathways draft and core Umoja Scholars practices (counseling and culture). The facilitators of the meeting shared how counseling and culture impact the academic and college experience for Umoja students and can be used at LMC at large, suggesting more culturally relevant activities and curriculum, more relationship building between counselors and students, as well as proactive counseling practices.