

# LMC Comprehensive Report (Program Review)

## Learning Communities

Fall 2017

### Program: Umoja Scholars Program

The following provides an outline of the required elements for a comprehensive report (program review) for Learning Communities.

## 1 SUMMARY OF PREVIOUS EFFORTS (FOR ALL PROGRAMS)

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### 1.1 ANNUAL REPORT UPDATE ANALYSIS

Analyze your annual reports (objectives and improvements) over the past 4 years. Describe your prior years' goals and corresponding activities. Summarize the major impacts for completed objectives. For objectives that were not completed, provide an update on the status (or if abandoned, provide a brief rationale).

Over the past 4 years the Umoja Scholars Program's objectives were: 2015-2016: Sustainable Counseling Component and Program Coordinator; 2016-2017: Comprehensive Program Support Services, Sustaining Program Operating Budget, Recruitment of Math Faculty; and 2017-2018: Capturing Student Success Stories, Comprehensive Program Support Services, External Evaluator, Recruitment of Math faculty, and Sustaining Program Operating Budget.

As a result of the objectives the program's greatest improvements have been securing both a full-time counselor and coordinator to help manage a growing population of students.

Last year's goals were to capturing student success stories, develop comprehensive program support services, find an external evaluator, recruit Math faculty, and sustain a program operating budget.

- Capturing Student Success Stories: this project is in its final editing stages and is near completion. We expect it to be completed in its entirety by the end of this month (February 2018).
- Develop Comprehensive Support Services: this project is ongoing. Through Equity and BSI funds we have been able to start a small book and calculator loan system, which is need of being increased. Currently we have created One Drive spreadsheets for each Umoja class for instructors to provide weekly feedback of student needs and progress, and are also creating a check-in sheet between Counselor and students. These forms allow us to better track our communication and interventions, to ultimately help us better assess the effectiveness of our practices.

This activity is still working on centralizing the theme of ownership throughout the program, and looking to achieve this through the ACS course, speakers and workshop series, a mandatory tutoring component, and messaging/communication. We also still need to create a resources and a resource guide for our students who need more support outside of the classroom.

- External Evaluator: this objective has been put on hold. There have been a few unsuccessful attempts to recruit an external evaluator. More money was added to the budget to make a more attractive bid; however, it has momentarily been put on hold, until further communication with the Equity and Inclusion Department.
- Recruitment of Math Faculty: We have not been able to actively recruit for a faculty member to teach our Fall Math course; however, we have been able to work with adjunct faculty in the meantime. Recently we have a full time faculty that has agreed to teach during the Fall semester (pending compressed calendar scheduling).
- Sustaining Program Budget: We have not actively been able to secure our lost budget of \$20k. We were able to secure \$10k and have supplemented it with BSI funds and Equity funds for certain projects/activities. Currently there doesn't seem to be institutional funding to secure an additional \$10k.

## 1.2 ASSESSMENT SUMMARY (OPTIONAL)

If your learning community has PSLO's, complete the following section. Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

### 2012 - 2013

1. Students persist and successfully complete the Umoja English and math course sequence to English 100 and Math 30.
2. Students utilize campus resources to support their academic success through tutoring, counseling, mentoring, library, and other student support services.
3. Students identify a specific career goal and create a clearly defined academic plan to achieve that goal.
4. Students develop a greater understanding/awareness/knowledge of themselves and of African and African American culture.
5. Students demonstrate increased self-confidence, improved self-esteem and increased help-seeking behavior.

### 2015-2017

1. Students persist and successfully complete the Umoja English and math course sequence to English 221 and Math 34.
2. Students utilize campus resources to support their academic success through tutoring, counseling, mentoring, library, and other student support services.
3. Students identify a specific career goal and create a clearly defined academic plan to achieve that goal.

2018

1. Students develop a greater understanding/awareness/knowledge of themselves and of African and African American culture.
2. Students demonstrate increased self-confidence, improved self-esteem and increased help-seeking behavior.

The above PSLOs were not completed in the last cycle. Moving forward the Umoja Scholars Program will be looking at success outcomes.

### 1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success.

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

Over the last five years members have attended the Umoja Summer Learning Institute, a week-long PD opportunity, which cover program and curriculum pedagogy, as well as the implementation of state-wide Umoja practices. Members also engage in flex workshops each semester that cover the inner-workings of the program such as course sequencing, intrusive counseling methods and processes. These activities impact student success as they guide the work being done inside (culturally relevant coursework) and outside of the classroom (support services, community building, and intrusive counseling).

### 1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your learning community and other units/programs (i.e students services departments, instructional departments, other campus programs, etc.), and impact (directly or indirectly) on student success.

Currently our program collaborates with the M.E.N. Program (male mentoring program). New Umoja Scholars men are encouraged to participate in the male mentoring program. Active participation counts towards satisfying Umoja Scholars Program participation requirements. Indirectly, students have more opportunity to build community with their peers, have the opportunity to build relationships with LMC staff/faculty, have the opportunity to engage and build community and with other Black males on campus, and have the opportunity to have a wider net of support.

Moving forward this collaboration will strengthen by a more intentional collaboration involving a Black Male Cohort that takes English 100S & ACS 010.

## 2 DATA ANALYSIS: (REPORT DATA FROM THE PAST 5 YEARS)

Review your data and analyze major changes that have occurred in your program over the past five years. What patterns/trends do you notice and what were the contributing factors that led to them? Where do you notice key successes? What are areas for improvement and how might your program address them?

## 2.1 ENROLLMENT (RECRUITMENT) & RETENTION ANALYSIS

Review the Section 2.1 Data Handout for your program and answer the following questions:

1. How many students does your program typically recruit each year? Are you meeting your program goals? Is there a pattern in enrollment? (Increase, Decrease, Fluctuate, Hold Steady) Why might this be happening?

Typically the Umoja Scholars Program is recruiting around 60+ students in the Fall and 20+ in the Spring, totaling close to 80 - 100 students per year. In previous years the goal was to increase the program and in that vein, the program is meeting its goal. Enrollment trends for the Umoja Scholars Program seem to be steady more or less, except for a substantial decrease in 2014.

We would like to reshape our recruitment to Fall only, and would like to increase our annual recruitment numbers to 80 – 100 students every Fall semester.

2. Are students equitably represented in your program as compared to the college? If not, which groups are frequently over-represented/under-represented? Why?

The Umoja Scholars Program's target population is African American students and these students are equitably represented in our program. We would like to gather data on the gender and age breakdowns, to track enrollment patterns within varying demographics.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on "Student Head Count" and "Term to Term Retention" or any additional data that your program collects that relates to this area.

Student Head Count data is consistently ranges between 85% - 90%. The Term to Term Retention data is showing a decline in retention starting in the Fall of 2015. It is possible that acceleration, staffing transitions (in particular the loss of F/T math faculty) are having an impact on this number. The need for more effective strategies around intrusiveness and looking at the FYE of our students needs to be further explored.

## 2.2 COURSE COMPLETION & SUCCESS ANALYSIS

Review the Section 2.2 Data Handout for your program and answer the following questions:

1. Are overall course success rates for students meeting your program goals/expectations? Over the past five years are course success rates improving, declining, fluctuating or holding steady? Why?

Overall course success rates for the Umoja Scholars Program are not meeting our program expectations. Earlier years' retention rates were in the 70<sup>th</sup> and 80<sup>th</sup> percentile; however, the program was smaller, had less course offerings, included F/T faculty for both English and Math, and did not include acceleration.

There does appear to be an increase in success rates after the completion of their first year. This

could be after completing accelerated Math and their first two semesters of English (assuming they passed their classes).

2. Are students successfully completing courses at an equitable rate? If not, why might this be the case?

It appears that students in the Umoja Scholars Program are completing courses at an equitable rate in comparison to African American students at LMC.

3. One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence,” and our Equity Plan identifies African- American students as significantly disproportionately impacted in terms of successful course completion. Please specifically address how well African American students are succeeding and indicate any opportunities for improvement.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Course Success” and “Course Completion” or any additional data that your program collects that relates to this area.

The completion rates for students remains between 76% - 88% which means a significant number of students are not dropping their classes. There needs to be further investigation and intrusiveness to explore what students need who are staying in the class but not being successful.

### 2.3 TRANSFER & DEGREE/CERTIFICATE OUTCOMES

Review the Section 2.3 Data Handout for your program and answer the following questions:

1. Are the overall Transfer Readiness numbers for students in your program meeting your program goals/expectations?

The Umoja Scholars Program began as a Basic Skills program, seeing students through English 100 and Math 30, and later added transfer-level English and Math. The program wasn't established as a transfer program and intentional expectations and goals have not been set, but students are guided on that pathway if that is their personal goal.

The Transfer Readiness numbers show a slight increase in the past five years, but remain low. As a program we do aim to increase these numbers relative to the students who want to transfer.

2. Are students equitably achieving Transfer Readiness? If not, which groups are frequently over-represented/under-represented?

In comparison to the African American students at LMC the percentage appears to be similar.

3. Specifically indicate how well African American students are achieving Transfer Readiness in your program.

Transfer Readiness numbers show 6.9% in the Fall 2013 and 12.1% in Fall 2014 as compared to A.A. students 7.9% in 2013 and 7.9% in 2014. In 4 years, Umoja Scholars Transfer Ready was 12.5% and the A.A. students outside of the program was 14.3%. There is a slight fluctuation but appears to be more or less similar.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Transfer Directed Status,” “Transfer Ready Status,” “Degree/Certificate Completion,” or any additional data that your program collects that relates to this area.

The number of Transfer Directed students in the Umoja Scholars Program in the last five years ranges from 9 – 16 students. Degrees/Certificates earned appear to show a slight increase.

## 2.4 ADDITIONAL DATA ANALYSIS (OPTIONAL)

Summarize and analyze any additional data that your program collects. Note key trends as applicable.

## 2.5 RESEARCH & DATA NEEDS (OPTIONAL)

Describe any additional data or research needs that your program would benefit from.

Our program would benefit from comparison data on success and completion rates of English, ACS, and Math courses (since these are the courses that are program specifically offers), as well as age and gender.

Disaggregated data around African Americans and African students (nationality/country of origin) would also be helpful.

# 3 LONG TERM GOALS (HOW TO GET THERE)

## 3.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.
2. Strengthen community engagement and partnerships.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.

<p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE &amp; COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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**List 3 – 5 longer term (5 year) new goals for your learning community. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.**

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
<p>Goal 1: Program effectiveness through the creation of a standard data tracking tool/method by Summer of 2018.</p>	<p>1. Increase equitable student engagement, learning, and success.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p>	<p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE &amp; COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of</p>

		achievement, transfer, or obtain career employment.
<p>Goal 2: By Fall 2019, develop a Black Male Cohort track in collaboration with 3SP, to widen the network of intentional support for Black Males in the Umoja Scholars Program.</p>	<p>1. Increase equitable student engagement, learning, and success.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p>	<p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE &amp; COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
<p>Goal 3: By Fall 2019, develop an Outreach Program, in collaboration with campus and community partners, that includes adopting a high school, specifically for the purpose of enrolling new students in the Fall semesters.</p>	<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p> <p>3. Promote innovation, expand organizational capacity, and</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p>



	enhance institutional effectiveness.	
<p>Goal 4: By Fall 2019, develop an FYE strategy for the Umoja Scholars Program, with the purpose of increasing course success and retention rates.</p>	<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p>	<p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE &amp; COMPLETION: Increase successful course completions, and term to term persistence.</p>
Goal 5:		

*To consider: If applicable, describe how these goals are designed to increase student engagement and equitable student outcomes.*

### 3.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

*Describe existing level of staffing for your learning community: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?*

*Does the existing level of staffing impact program delivery? The ability to provide a full-level of service? If additional staff are needed, identify how your learning community would benefit (i.e. what additional programs/activities/services/support could be offered) and how additional staffing would support long term goals.*

*Include but not limited to reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).*

<b>Faculty/Staff Resource Request</b>		
Department/Unit Goal - Reference #	Strategic Objective - Reference #	
Department/Unit Name	Position Name/Classification	FTE

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
<b>Justification:</b>			

### 3.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

*Describe how your learning community is structured within your existing physical space. For example, where is it located in relationship to other programs/services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.*

*Describe the current equipment/technology needs for your learning community, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your learning community?*

<b><u>Operating Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
<b>Justification:</b>	

### 3.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

*Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.*

<b>Professional Development Resource Request</b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

## 4 FOR LEARNING COMMUNITIES WITH ADVISORY BOARDS:

### 4.1 ADVISORY BOARD UPDATE

*Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.*

Student Services Comprehensive Program Review

The Umoja Scholars Program’s advisory board is the Induna Council. The board is made up of various Student Services departments, faculty and managers that meets once a month. The purpose of the group is to create a shared space where information is provided about the program and where different campus representatives can provide feedback on the program. This partnership allows the campus to be involved in the development of the program and prevent it from being isolated or treated like a project belonging to a few people.

The group is effective in providing feedback and support. There is room for improvement in terms of finding a more effective time to meet, as the current meeting times conflict with College Assemblies and Academic Senate. Also student representation is needed on the board.

Purpose	Structure	List of Members	Meeting Dates	Effectiveness
To receive input from our campus community on the development and strategic direction of the Umoja Scholars Program.	<ul style="list-style-type: none"> <li>• Faculty &amp; Staff</li> <li>• Department Dean</li> <li>• Dean of Liberal Arts</li> <li>• Director 3SP</li> <li>• Dean of Equity &amp; Inclusion</li> <li>• Assessment Center Coordinator</li> <li>• EOPS Director</li> <li>• M.E.N Coordinator</li> <li>• Transfer Center Coordinator</li> </ul>	Jamila Stewart Faith Watkins Tess Caldwell Kwadwo Poku Nicole Trager Dave Belman Nancy Ybarra Carla Rosas Sabrina Kwist  Nicole Almassey  Steven Freeman  Marques McCoy  Rachel Anicetti	4 <sup>th</sup> Wednesday of the month)	Our Council enables us to inform faculty and staff about the progress of the Umoja Scholars Program, and to solicit their advice and input on the ongoing development of the program. The Council usually meets once a month.