

PROGRAM REVIEW Fall 2020

Program: Umoja Learning Community

Division: Student Services and Arts and Humanities

Date: Monday, November 2, 2020

Writer(s): Kisha Quesada Turner and Kimberly Burks

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

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.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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 a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

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: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your Dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fy7Ead>]

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 Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

Spring 2019, Summer 2019, and Fall 2019

1. A \$16,000 grant was provided to Umpja@LPC from the Umoja Community Education Foundation for the 2019-20 calendar year. The original spending plan was to fund dedicated Math and English tutoring, purchase texts for a loaning library, and fund a student-led recruitment project. Though the plan was impacted in part by the transition to online learning and communing, tutoring in Math and English and textbook loans were provided. However, the student-led recruitment project was cancelled. Instead, we got approval to purchase more marketing merchandise to assist with improving access to the College and instructional materials (e.g. access to access codes for Math texts/labs). Spring, Summer, and Fall 2019: The third cohort of Umoja students were recruited and enrolled in Umoja Psychology Counseling 10 and 30, English 1A and 4, and Library Skills 1 over the 2019-2020 school year.
2. Summer 2019: Textbooks for Umoja courses were procured by the Office of the VPSS, lessening the economic burden of attending school for Umoja.
3. August 1-3, 2019: Students plus one LPC faculty chaperone attended [Umoja's Student Leadership Summit](#) (hosted by Umoja Community Education Foundation) and a calendar of events for the 2019-2020 school year were made.

4. Umoja's third Fall orientation took place on August 19, 2019. It included an opening ceremony, icebreakers, overview of the school year/calendar of events, a campus tour, and a Black Faculty Meet-n-Greet.
5. Study Jamz--group study sessions--were initiated in September 2019. They featured dedicated tutoring for Math and English solely for Umoja students, along with snacks, a computerized study space, motivation, and camaraderie.
6. A series of *wokeshops*--student-led discussions--for the year kicked off in Fall 2019. Topics included *Black Love*, *Supporting Black LGBTQQIA+ Fam*, and *What Is the Future of Black Communities?*
7. Fall 2019: In Umoja's Library Skills course, [24 scholars edited 9 Wikipedia articles](#) by making 208 total edits, adding 18 scholarly sources, and since then, the articles they've edited have been viewed more than 64,000 times.
8. Fall 2019: At least two students completed Honors Projects in Umoja English 1A.
9. Fall 2019: Students developed and completed a significant research project in Umoja English 1A and Library Skills 1 courses. The shared project also aligned with assignments in Umoja PCN 30. Umoja students researched causes of and solutions to disproportionate impacts based on equity data from the Research, Planning, and Institutional Effectiveness Office at LPC. Coordinated content across Umoja courses connected concepts and skills in each course, and Umoja instructors took opportunities to co-teach. Selected students presented to the college community at the end of the semester. Presenting the information to campus enacted the Umoja [Gifting](#) principle.
10. October 2019: Umoja hired and maintained the employment of a student assistant for the year through Equity funding.
11. October 2019: Students visited [SFSU](#) and [MoAD](#).
12. November 1-3, 2019: About 10 Umoja students and 3 chaperones attended the annual [Umoja Conference](#).
13. December 2019: In PCN 30, Umoja students declared a day as "Umoja Uplifting" and distributed positive affirmation cards, of which they authored, to Puente, Veterans Office and other students on campus. The Library placed the positive affirmation cards on display.
14. More coordination occurred with other Umoja programs in the Bay Area region which includes DVC, Laney, Chabot, and College of San Mateo.
15. Umoja invited more non-Umoja students and staff members to participate in its events and courses.
16. January 2020: Umoja faculty attended the [Umoja Winter Retreat](#).

Spring 2020:

1. Umoja/BSU students volunteered and participated in Black History Month activities.
2. Umoja students participated in Pleasanton High School day hosted by LPC Outreach. Students shared their experience with the Umoja program.

3. Umoja students volunteered at Umoja Info table during the spring Student Services fair.
4. In response to COVID, Umoja classes were converted to fully online synchronous courses.
5. Umoja counseling services were converted to be fully online via Cranium Cafe. Umoja students are now able to self-schedule their counseling appointments.
6. Online Study Jams were offered with tutoring support.
7. In lieu of an End of Year Celebration a video was created to congratulate our transfer students and co-hort 3 students who successfully completed the program.
8. Umoja applied for another grant, this time for \$21K. Currently awaiting approval/funding.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources	<input checked="" type="checkbox"/>	Pedagogy		Student Equity
	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input checked="" type="checkbox"/>	Professional Development	<input checked="" type="checkbox"/>	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

1. In order to grow Umoja and effectively fill it, we are at the point where we need more resources to meet not only the needs of the current cohorts but to expand to meet the needs of more Black and African American students. We are working w/ the same number of resources as we did in year one, but have more students. There's a need for full-time resources in the summer to meet statewide demands for coordination. Additionally, students' commitment to Umoja is impacted when there are no dedicated Umoja resources during the summer. Summer activities or engagement could increase students' levels of commitment to the learning community. This challenge has possible implications for the entire campus.
2. Umoja faculty who are not coordinators have no reassign time but do in fact use more of their personal time to support and create spaces for Umoja students. Therefore, reassign time is needed.
3. Money is a challenge. Being dependent on equity funds and possible grants makes Umoja@LPC vulnerable to those sources' ebbs and flows. We suggest including Umoja in the general fund.
4. Recruitment is another difficulty. A high school outreach plan to increase Umoja enrollments was upended by the sudden transition to remote learning and communing. We also want to explore ways to expand marketing of Umoja to students on probation or dismissed status. Approximately 20% of Umoja Students were recruited during academic interventions. Aside from this, for academic year 2019-2020, the coordinators had 20 hours each for summer

recruitment effort, but it was revoked due to budget cuts to Student Equity and Achievement (SEA) Program funding. The counselor needs at least an additional 15 hours to meet with students to review their abbreviated educational plans and to ensure they are being set up for success.

5. Connected to recruitment is that students sometimes enroll or finish enrolling late. Therefore, we have entertained late-start classes. We are considering converting all Umoja courses to 2-week late start sessions in the Fall. Each fall semester, we have turned away at least an additional 10% to 15% of Umoja students who applied to LPC too late (second or third week of the semester) or students who learn about Umoja for the first time when they arrive to campus in the fall. This will allow for more recruitment time in the fall.
6. Getting a dedicated space on campus. Research has shown that faculty-student relationships are key to the success of African American students. A shared space with office hoteling would allow for Umoja faculty and faculty tutors to work more effectively with Umoja students. A model space would be the space currently provided for the Veteran's First Program.
7. In previous program reviews, we planned to use data from the Office of Research, Planning, and Institutional Effectiveness to capture our success rates. We obtained this data in August 2020 which we will review, celebrate successes, try to identify causes and strategies to strengthen areas where students could improve. Additionally, a dedicated resource center could help us tag our students in Banner and track their success in course completion, transfer, college completion, etc.
8. To identify the role of the Umoja Community in the future state of the College as a result of the Guided Pathways implementation. Umoja coordinators currently lack the bandwidth and availability to participate in this implementation. It could be helpful to have one dedicated, year-round coordinator to manage the entirety of the program.
9. To expand the Umoja course offerings to include Umoja-supported classes, which are classes with a fixed number of seats reserved for Umoja and led by Umoja-trained instructors.
10. Challenge: Students were offered tutoring in the 19-20 academic year. Students were lukewarm to attend tutoring, so we embedded it into the English courses. Because there is no Umojified Math course, we could not do the same for Math but students did attend albeit inconsistently. Also, the Math tutor could not continue in Spring 2020. We plan to repeat some of the same embedding in Umoja's English courses in 2020-21 and to collaborate with the Math Department to improve Umoja's students' success in Math courses. We also need to create a survey to learn more about barriers to tutoring and develop pathways to it. Also, Math textbooks have been purchased and will be distributed to students who need them.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process

X	Curriculum Committee Items		Human Resources	X	Pedagogy	Student Equity
X	External Factors	X	Learning Support		Professional Development	Technology Use

C. 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 available; if your program does not have a data packet or dashboard data, 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: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

Since Umoja was founded to increase the success of Black students, the rates in this section will focus on success and non success of Black students (students who self-identify as African, African American, or Black). However, Umoja includes students who are not Black, such as Latinx students.

Also, this section will focus only on Black Umoja students' success in English 1A and English 4 courses though Umoja students typically also take at least one other Umojafied course, such as Library Skills.

The data below was requested from the Office of Research, Planning and Institutional Effectiveness and received in Fall 2020.

Success and Non-Success in English 1A:

In Umoja, students typically take English 1A and its lab in a face-to-face mode. Across Fall 2017, Fall 2018, and Fall 2019, Black students in Umoja English 1A courses succeeded at a rate of 65% (n=28). By comparison or contrast, we also obtained the rates of Black students in other types of English 1A courses, such as other non-Umoja face-to-face courses, online-only courses, and hybrid courses.

1. In other face-to-face English 1A courses, non-Umoja Black students succeeded at a rate of 66% (n=44) over Fall 2017, Fall 2018, and Fall 2019.
2. In online-only English 1A courses, non-Black Umoja students succeeded at a rate of 43% (n=12)
3. In hybrid English 1A courses, non-Black Umoja students succeeded at a rate of 67% (n=4)

From this, it seems that Umoja English 1A students are succeeding at similar rates or better as non-Umoja Black students in face-to-face courses, the most comparable type of course in terms of course delivery.

Over the same Fall terms, Black students in Umoja English 1A courses did not succeed at a rate of 23% (n=10). By comparison or contrast:

1. In other face-to-face English 1A courses, non-Umoja Black students did not succeed at a rate of 18% (n=12)
2. In online-only English 1A courses, non-Umoja Black students did not succeed at a rate of 36% (n=10)
3. In hybrid English 1A courses, non-Umoja Black students did not succeed at a rate of 17% (n=1)

From this, it seems that Umoja students are not succeeding slightly more than non-Umoja Black students in face-to-face courses, the most comparable type of course in terms of course delivery.

However, it does suggest that for Black Umoja students, being in Umoja will provide a higher chance of success than taking an online version of English 1A.

Success and Non-Success in English 4:

In Spring semesters, Umoja students who were successful in English 1A typically enroll in English 4, so we've obtained the rates of Black students in Umoja English 4 and non-Umoja English 4 courses. English 4 is delivered in Umoja as a face-to-face course, but English 4 is also offered to non-Umoja students as online-only or as face-to-face. There is no English 4 that is delivered as a hybrid course.

Across Spring 2018, Spring 2019, and Spring 2020, Black students in Umoja English 4 courses succeeded at a rate of 76% (n = 25). By comparison or contrast:

1. In face-to-face Umoja 4 courses, non-Umoja Black students succeeded at a rate of 68% (n=17)
2. In online-only Umoja 4 courses, non-Umoja Black students succeeded at a rate of 75% (n=12).

From this, it seems that Black Umoja students are succeeding at higher rates than Black students in non-Umoja, face-to-face English 1A courses, the most comparable in terms of class delivery.

Over the same Spring terms, Black students in Umoja English 4 courses did not succeed at a rate of 15% (n=5). By comparison or contrast:

1. In face-to-face English 4 courses, non-Umoja Black students did not succeed at a rate of 20% (n=5). This was the only comparable figure.

From this, it seems that the non-success rates for Black students in Umoja English 4 and non-Umoja English 4 are similar.

Based on these findings and contemplation, we would like to increase the success rate in Umoja English 1A to 72% or better for Fall 2020. One possible step in that direction is that the instructors of Umoja English 1A and Umoja English 4 swapped courses in 2020-21. Another is that Umoja English 4 was swapped out for Umoja English 7 and will be implemented in Spring 2021.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process
	Curriculum Committee Items		Human Resources	X	Pedagogy	X	Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

1. To increase recruitment of STEM students within the Umoja program and chaperone STEM students to the annual Umoja STEM conference (happens during summers).
2. To address factors that prevent students from attending tutoring.

3. To collaborate with the Math Department in order to boost Umoja students' success in Math courses like 40.
4. To convert from the learning community module to the co-hort module. While we have used these terms interchangeably, we have been officially fulfilling the Umoja learning community module, which are linked courses. The co-hort model moves a smaller number of students through Umoja-supported courses. However, I believe we are hoping to allow students to pick and choose which courses to take in effort to attract more students to Umoja.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X Services to Students
X	Course Offerings		Financial/Budgetary	LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources	Pedagogy	X Student Equity
	External Factors	X	Learning Support	Professional Development	Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

1. Use of GroupMe communication app so that Umoja students have quick access to Umoja peers and instructors. For example, students can use the app to form study groups, share resources, struggles, and remedies. And, instructors can use the app to remind Umoja students about homework or provide additional support.
2. On a small, informal, and voluntary scale, students receive mentoring that helps them with leadership and civic engagement.
3. Because Umoja students also tend to join the Black Student Union, Brother-2-Brother, and Sista-2-Sista orgs, Umoja faculty offers support and recruiting in those efforts.
4. Study Jamz offer students study spaces, academic support/tutoring, access to computers and technology in order to help students complete their work.
5. Because of the online transition, some Umoja students didn't complete their Spring 2020 coursework and portions of their student educational plans. Therefore, Umoja students' completion rates were affected in Spring 2020.

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year’s Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year’s Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositacollege.edu and ahight@laspositacollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fy7Ead>]

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed? (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

Umoja's SAO is *Students who attended at least one Umoja course in a Fall semester and at least one Umoja course in the Spring semester will enroll in courses in the subsequent Fall semester and remain until the census date.*

We assessed the SAO last year PR (Fall 2019) for 2018-2019 cohort. We will assess again for the Fall 2022 Program Review).

Although it is not an SAO, Umoja does have its success rates for English courses for the past 3 academic years. The info was provided by the Research, Planning, and Institutional Effectiveness Office. We would also like to focus on this to learn how we are currently performing, try to learn why, and make changes/recommendations, if needed,

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositacollege.edu and ahight@laspositacollege.edu)

To understand a fuller picture of Umoja students' success rates in English, we plan to create a survey to explore students' attitudes toward tutoring by the end of Fall 2020. In addition, we promote tutoring early in the semester and incorporate it into the assignments in classes.

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

We intend to complete the analysis of the assessment data for Umoja English students' success rate by the end of Spring '21.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

N/A.

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

N/A.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.

N/A.