

## PROGRAM REVIEW Fall 2017

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**Program:** Umoja Learning Community

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

**Date:** October 16, 2017

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

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

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

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

**Time Frame:** This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

**Topics:** A list of topics of particular interest to Program Review readers can be found here:  
<https://goo.gl/23jrxt>

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

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

### **Links:**

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

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

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

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## Section One: Program Snapshot

### A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/b59nCy>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Because Umoja did not exist prior to the 2017-18 academic year (AY), we have no program-specific data. However, the data below provides context and supported the need to bring Umoja on campus :

1. As of Spring 2017, 378 students (or 4%) at Las Positas College identifies as African American (Office of Institutional Research and Planning "[Las Positas College Student Characteristics: Spring 2017 Final Census](#)"). While this number seems small, it could lead to feeling isolated, misunderstood, or invisible on campus. On the other hand, within a group of 378 students, it's likely that the will to establish or join a learning, social, and cultural network exists.
2. According to the Office of Institutional Research and Planning's (OIRP) "[Student Equity Data: English 102/104/105 Successful Course Completion Rates: Aggregated Data for Academic Years 2014-15, 2015-16, and 2016-17.](#)" African American and Multi-Ethnic Students are identified as "disproportionately less likely to complete the course." More specifically, when compared to the entire group of students seeking to pass these developmental English composition courses, Black students suffered the second-highest success gap with a ten-point difference between their likelihood to pass the course and the larger group of English 102/104/105 students. Similarly, students who identify as Multi Ethnic suffered the third-highest success gap with a nine-point difference. Significantly, students who identify as foster youth were identified as having the highest achievement gap in completing developmental English courses for the identified academic years. They experience an eleven-point achievement gap difference when compared

It's important to note here that in Spring and Summer 2017, the Umoja Learning Community Co-Coordinator at Las Positas intentionally invited and promoted to Black and Multi Ethnic students as well as those interested in learning with and about the diaspora of these groups of students. Furthermore, our vision was to build affirmative learning environments and campus networks which could appeal to students who are/were in foster care.

3. Achievement gaps remain for Black students who complete developmental English and enroll in transfer-level composition at LPC. That is, African Americans were reported to be "disproportionately less likely to succeed in English 1A" in the AYs spanning 2011-12 through 2016-17. According to the OIRP's "English 102/104/105 Students' Completion Rates in English 1A," they suffer an [8-point achievement gap](#) in this measure.
4. When reviewing degree completion, Black students are reported as "disproportionately less likely to earn a degree" according to "Student Equity Data: Degree and Certificate Completion" by OIRP.

5. Finally, Black students were [reported to be eleven percentage points](#) behind the average when it comes to transfer rates (Office of Institutional Research “Student Equity Data: Transfer Rates”).

This evidence was used to support and establish the effort to bring the Umoja Learning Community on campus no later than AY 2017-18.

**B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).**

|   |  |  |
|---|--|--|
| <p>The biggest change is that the Umoja Learning Community came into inception during AY 2016-17.</p> <p>Part of its inception came through an interdisciplinary and intercollegiate effort. One of the biggest benefits of cross-campus dialogue was shaping our Community. In consultation with Puente, we decided to use their model: We implemented PCN 30 – Student Success and Experience, English 1A – Critical Reading and Composition, and Library Skills courses. However, our model differs from Puente in offering PCN 10 – Career and Educational Planning to students in the Spring term.</p> | Mark an X next to each area that is addressed in your response.                    |  |
|   | Definitions of terms:<br><a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a> |  |
|   | X  | Community Partnerships/Outreach  |
|   | X  | Curriculum*  |
|   | X  | Enrollment Management  |
|   |  | External Factors   |
|   | X  | Facilities,** Supplies and Equipment (Including Software)                            |
|   | X  | Financial/Budgetary  |
|   |  | Human Resources  |
|   | X  | Learning Support   |
|   |  | LPC Planning Priorities<br><a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a> |
|   | X  | Pedagogy   |
|   | X  | Professional Development   |
|   | X  | Services to Students   |
|   |  | SLO/SAO Process  |
|   | Technology Use   |  |
| *Curriculum will also be addressed in Part 2 (Curriculum Review).   |  |  |
| **Facilities will also be addressed in Question H.  |  |  |

**C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?**

|  |   |
|--|---|
| Because this is Umoja’s first academic year, no previous | Mark an X next to each area that is addressed in your response. |
|--|---|

|  |  |
|--|--|
| Program Reviews or Updates exist.                  | Definitions of terms:<br><a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>   |
|  | Community Partnerships/Outreach  |
|  | Curriculum*  |
|  | Enrollment Management  |
|  | External Factors   |
|  | Facilities,** Supplies and Equipment (Including Software)                            |
|  | Financial/Budgetary  |
|  | Human Resources  |
|  | Learning Support   |
|  | LPC Planning Priorities<br><a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a> |
|  | Pedagogy   |
|  | Professional Development   |
|  | Services to Students   |
|  | SLO/SAO Process  |
|  | Technology Use   |
|  | *Curriculum will also be addressed in Part 2 (Curriculum Review).                    |
| **Facilities will also be addressed in Question H. |  |

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

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|---|--|
| Not applicable – A Program Review was not submitted for the prior academic year as this is Umoja’s first year of existence. | Mark an X next to each area that is addressed in your response.                      |
|   | Definitions of terms:<br><a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>   |
|   | Community Partnerships/Outreach  |
|   | Curriculum*  |
|   | Enrollment Management  |
|   | External Factors   |
|   | Facilities,** Supplies and Equipment (Including Software)                            |
|   | Financial/Budgetary  |
|   | Human Resources  |
|   | Learning Support   |
|   | LPC Planning Priorities<br><a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a> |
|   | Pedagogy   |
|   | Professional   |

|  |   |
|--|---|
|  | Development   |
|  | Services to Students  |
|  | SLO/SAO Process   |
|  | Technology Use  |
|  | *Curriculum will also be addressed in Part 2 (Curriculum Review). |
|  | **Facilities will also be addressed in Question H.                |

**E. Obstacles: What obstacles has your program faced in achieving plans and goals?**

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| <p>The Memorandum of Understanding between Umoja’s statewide program and Las Positas College requires that we have a dedicated space for Umoja students and faculty to collaborate, study, gather, and offer culturally related activities and celebrations. As of the end of AY 2016-17, there is no dedicated space for Umoja.</p> | Mark an X next to each area that is addressed in your response.                      |
|  | Definitions of terms:<br><a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>   |
|  | Community Partnerships/Outreach  |
|  | X Curriculum*  |
|  | Enrollment Management  |
|  | External Factors   |
|  | X Facilities,** Supplies and Equipment (Including Software)                          |
|  | Financial/Budgetary  |
|  | Human Resources  |
|  | X Learning Support   |
|  | LPC Planning Priorities<br><a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a> |
|  | Pedagogy   |
|  | Professional Development   |
|  | Services to Students   |
|  | SLO/SAO Process  |
| Technology Use   |  |
| *Curriculum will also be addressed in Part 2 (Curriculum Review).  |  |
| **Facilities will also be addressed in Question H.   |  |

**F. Short Term Planning: What are your most important plans (either new or continuing) for next year?**

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>To develop SAOs and SLOs for our program</li> <li>To move from a start-up budget to having an official operational budget</li> <li>To have Umoja faculty and administrators successfully complete intensive Umoja's 2017-17 Summer Learning Institute (5 days and 4 nights). Participating in the Summer Learning Institute (SLI) as a requirement of the state-wide Umoja Community was instrumental in helping the four Umoja instructors coordinate their curricula. It also provided strategies, conversations, and activities inviting us to see campus life and academics from the eyes of Umoja students.</li> <li>To enroll at least 27 students for the Umoja courses by the beginning of AY 2017-18. While Umoja is intentional about enrolling Black students, all students who assessed into English 1A received an invitation to learn more about the Umoja Learning Community. Hence, over Spring and Summer 2017, the Umoja team executed in-reach to English 104 students and outreach to high school students, including through the Early Admissions process.</li> <li>We made plans to provide a dedicated counselor and a dedicated English tutor to Umoja students two times per week. We also planned for students to have direct access to their Umoja instructors via social media and smartphone apps like GroupMe. Outings to colleges, conferences, cultural centers, and opportunities to work with Puente students are other miscellaneous services that we planned for Umoja students to have.</li> <li>To create and execute a Fall 2017 Welcome, Campus Tour, and Orientation for Umoja students before the start of the school year</li> <li>To create and execute a Book Loan Program for Umoja courses</li> <li>To identify and dedicate a temporary study space for Umoja students in accordance to statewide Umoja MOU</li> <li>To coordinate curricula among the Umoja instructors</li> <li>To maintain the network of students, faculty, classified staff, and administrators as an extended support community</li> </ul> | <p>Mark an X next to each area that is addressed in your response.</p>                      |  |
|   | <p>Definitions of terms:<br/> <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a></p> |  |
|   | X   | Community Partnerships/Outreach  |
|   | X   | Curriculum*  |
|   |   | Enrollment Management  |
|   |   | External Factors   |
|   |   | Facilities,** Supplies and Equipment (Including Software)                            |
|   |   | Financial/Budgetary  |
|   |   | Human Resources  |
|   |   | Learning Support   |
|   |   | LPC Planning Priorities<br><a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a> |
|   | x   | Pedagogy   |
|   | X   | Professional Development   |
|   | X   | Services to Students   |
|   |   | SLO/SAO Process  |
|   | Technology Use  |  |
| <p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p>  |   |  |
| <p>**Facilities will also be addressed in Question H.</p>   |   |  |

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| <ul style="list-style-type: none"> <li>• To create intentional transfer programming for Umoja students (i.e., campus tours, transfer counseling planning, dedicated time to transfer fair as a community, transfer research assignments, expose to HBCU).</li> <li>• In a joint effort with Umoja students, adopt a high school</li> <li>• To create a leadership program for current Umoja students</li> <li>• To create an end-of-the-year “rites of passage” for our first group of students (tied to dedicated Umoja space on campus)</li> <li>• To have a dedicated math tutor. During our recruitment process in AY 16-17, more than 70% of our students inquired about a dedicated math tutor and expressed concern with their math skills (i.e. low placement scores, test anxiety). In addition, African-American students were found to be “disproportionately less likely to complete Basic Skills Math (<a href="#">Math 107</a>, <a href="#">65</a>, <a href="#">55</a>) according to OIRP’s “Student Equity Data: Course Completion”</li> <li>• To provide career exposure (such as guest speakers, mentors, National Assn. of Black Accountants and other culturally-relevant professional associations with student chapters)</li> </ul> |  |
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**G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).**

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• To help establish a Multicultural Center for learning communities that serve disproportionately-impacted students (e.g. Puente, HSI – Gateway to Success, and Umoja), and within that space, create and maintain a safe space for the Umoja program’s students, staff, faculty, and coordinators</li> <li>• The program would like to employ two paid student assistants for outreach efforts in Fall and Spring semesters on an on-going basis. During AY 16-17, all outreach occurred between late February and throughout the summer. However, it is vital that we get an early start with on-campus and off-campus outreach in Fall semesters</li> </ul> | Mark an X next to each area that is addressed in your response.                    |   |
|   | Definitions of terms:<br><a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a> |   |
|   | x  | Community Partnerships/Outreach                           |
|   |  | Curriculum*   |
|   |  | Enrollment Management                                     |
|   |  | External Factors  |
|   |  | Facilities,** Supplies and Equipment (Including Software) |
|   | x  | Financial/Budgetary                                       |

|   |   |  |
|---|---|--|
| <p>because we want LPC to be a vital option for high school students in addition to CSU and UC campuses during the college application period. Therefore, we must be strategic in our recruitment efforts. The most effective outreach to high schools and campus comes from students to students. We are in need of students to support outreach efforts to:</p> <ul style="list-style-type: none"> <li>○ Black Student Union students and advisors at our local high schools,</li> <li>○ Advancement via Individual Determination (AVID) programs at local high schools,</li> <li>○ Junior and Senior high school seniors (college night, career fairs),</li> <li>○ English 100A, 104, 105 students on campus</li> <li>○ LPC college fairs, major fairs and transfer fairs</li> <li>○ Umoja “Adopt a High School” program planned for the 2018-2019 academic year</li> </ul> <ul style="list-style-type: none"> <li>● To implement a mentorship program wherein students can be mentored by staff, faculty, and professionals of the surrounding community</li> </ul> |   | Human Resources  |
|   | x   | Learning Support   |
|   |   | LPC Planning Priorities<br><a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a> |
|   |   | Pedagogy   |
|   |   | Professional Development   |
|   | x   | Services to Students   |
|   |   | SLO/SAO Process  |
|   |   | Technology Use   |
|   | *Curriculum will also be addressed in Part 2 (Curriculum Review). |  |
|   | **Facilities will also be addressed in Question H.                |  |

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

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| <p>The Memorandum of Understanding between Umoja’s statewide program and Las Positas College requires that we have a <b>dedicated space for Umoja students and faculty</b> to collaborate, study, gather, and offer culturally related activities and celebrations. As of the end of AY 2016-17, there is no dedicated space for Umoja. Therefore, in effort to inspire growth-fostering learning environment, we are in need of:</p> <ul style="list-style-type: none"> <li>● collaborative work spaces with round tables,</li> <li>● private study rooms,</li> <li>● lock-down laptops,</li> <li>● data projector and screen,</li> <li>● culturally-affirming artwork and décor,</li> <li>● kitchenette (i.e. refrigerator, sink, microwave, counters, and cupboards),</li> <li>● multimedia tools (monitor, touch whiteboards/smart boards, doc cam), and</li> <li>● storage space for supplies and materials.</li> </ul> <p>To further bridge and empower underrepresented students on campus, Umoja advocates for the development of a <b>Multicultural Center</b> to provide a larger safe space and direct services to disproportionately impacted students. We propose that this center includes <b>practice spaces</b> for practicing performing arts (e.g., for practicing spoken word recitals, acting, singing, rapping), fine arts (e.g., creating painting, graffiti art, and visual art), prayer and meditation rooms, and spaces to practice wellness. Such spaces may help to reduce mental health stigmas still found within some Black and Latinx communities. Alternately, such spaces increase the likelihood that Black and Latinx students will use the spaces and practices.</p> |
|--|



**I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:**

*Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.*

We are an intentionally inclusive learning community. Our curriculum and activities support student empowerment, incorporate culturally responsive practices, and promotes transfer readiness.

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

(This data can be found here: <https://goo.gl/b59nCy>)

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

N/A

**K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)**

|  |
|--|
| Course Name, Program Name or Student Service Area: N/A   |
| Text of the CSLO, SAO, or PSLO:  |
| Describe the quantitative or qualitative results:  |
| Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: |
| What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?   |

**L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)**

Circle One: N/A

CSLO   PSLO   SAO

Course, Program Name, or Student Service Area:

Text of CSLO/PSLO/SAO:

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: Curriculum Review  
(Programs with Courses Only)**

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

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

**Curriculum Updates**

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

N/A. See English, Psychology-Counseling and Library Skills Program Reviews.

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

N/A

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

N/A

**Section Three: CTE Updates  
(CTE Programs Only)**

**A. Labor Market Conditions:** Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

|     |
|-----|
| N/A |
|-----|

**B. Advisory Boards:** Has your program complied with advisory board recommendations? If not, please explain.

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| N/A |
|-----|

**C. Strong Workforce Program Metrics:** Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

|     |
|-----|
| N/A |
|-----|

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

|     |
|-----|
| N/A |
|-----|

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

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| N/A |
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C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

N/A