Program: Umoja Learning Community at Las Positas College
Division: Arts and Humanities and Student Services
Date: October 21, 2019
Writer(s): Kimberly Burks and Kisha Quesada Turner
SLO/SAO Point-Person: Kimberly Burks and Kisha Quesada Turner

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 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

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

Help: Contact Karin Spirn: kspirn@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 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:
Program Review Home Page: https://bit.ly/2Y0j7fW
Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM
Frequently Asked Questions: https://bit.ly/2DHLnfj

Section One: Program Snapshot

No Significant Changes Option

☐

Contact person: _____

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

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

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

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

   Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

While all students are invited to enroll in it, the Umoja Learning Community at LPC focuses on the success of underrepresented students with an intentional and deliberate focus on improving the success rates of African American students. To do this, Umoja students gain a dedicated academic counselor and accessible faculty who are determined to see Black students succeed in the midst of barriers and life challenges. Umoja students take linked classes for two semesters, so as to form bonds, cultivate leadership, build cultural affirmation, and work toward success. The courses that Umoja students take are College Success, Career Exploration, English Composition, Library Skills, and Literature. All courses center African and African American experiences, voices, writers, speakers, and topics. Lastly, to foster learning and goal achievement, students are invited to attend college tours and culturally-enriching conferences and events. For more information, visit www.laspositascollege.edu/umoja.

Umoja at LPC is affiliated with the Umoja Community Foundation, a statewide organization created to improve the success of Black / African American students in higher education.

B. **IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpI

According to "Student Equity and Achievement (SEA) Data 2019: Summary of Disproportionately Impacted (DI) Groups," Black / African American students at Las Positas College ("LPC," "the College") were found to be disproportionately impacted in at least eleven areas across five measures. For example, to varying degrees, Black students or subsets of Black students are not enrolling into classes at LPC at the same rate as non-DI students. Also, new, first-time Black students at LPC are not completing transfer-level Math and transfer-level English courses within their first year of college at the same rates as their non-DI peers. These trends can be seen in other areas measured by SEA.

The 2019 data resembles previous reports created by LPC's Office of Research, Planning, and Institutional Effectiveness (ORPIE).

One of the reasons why Umoja was established at LPC was to address the gaps discovered in ORPIE's studies. One way to measure the effectiveness of Umoja at LPC is to collect and compare data of Umoja's students with the rates of achievement of Black/African American students overall at the College.

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

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

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

To supplement SEA and ORPIE's data, Umoja collects its own data. Surveys are given to students at the beginning and end of the Fall semester. The beginning of the semester survey was given in August 2019. Notable characteristics include Umoja students feeling or strongly feeling respected and welcomed on campus, supported by their instructors, and comfortable using on-campus resources. When given a

list of basic needs such as money, employment, commuting from Tracy or beyond, students reported struggling with money while the same number of students reported not struggling with any basic needs at all.

With regard to the last finding, the number of students with needs equaling the number of students without need reflects the outcome for the same metric in the previous academic year.

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

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

<u>2018-19:</u>

1. In the 2018 Umoja Program Review, Umoja planned to provide career exposure (such as guest speakers, mentors, National Association of Black Accountants and other culturally-relevant professional associations with student chapters). In academic year 2018-19, Umoja students received networking training and conducted informational interviews with professionals to explore their career interests. Each student conducted a presentation to share their findings with their peers.

2. In the 2018 Umoja Program Review, Umoja planned to create a leadership program for current Umoja students. In academic year 2018-19, leadership manifested in organic and more structured ways. Organically, the students from the first cohort helped to create and lead the Fall 2018 orientation for the second cohort of students. In the early days of the semester, Cohort 1 students informally helped to welcome and situate the Cohort 2 students. As the semester progressed, Cohort 2 students sought opportunities for leadership in the Black Student Union and in LPC Student Government. In fact, two Umoja students ran for and were elected to Student Government; one of them is currently the LPCSG President. In Summer 2019, three Umoja students attended a Student Leadership Institute provided by Umoja Community Foundation. In the current academic year, the effort to create a leadership program has converted to focusing on a Black/African American leadership theme in Umoja courses. This plan was achieved through students' initiative and Umoja faculty fostering these connections

3. In the 2018 Umoja Program Review, Umoja planned to foster a collaborative atmosphere between existing and new Umoja cohorts. In part, the desire to boost collaboration is because Umoja's course sequence is only one-year long; thereafter, we were concerned about the feeling

of community diminishing. To foster collaboration between current and former cohorts, the Umoja team has created Umoja and campus events like Fall orientation, wokeshops, leadership opportunities including a special recruiting project, and holding space for previous cohort members when we plan field trips and conferences.

4. In the 2018 Umoja Program Review, Umoja planned to create a linked project wherein students submit an assignment that requires a skill learned in all Umoja classes (e.g., PCN 30, English 1A, and Library Skills 1). In Fall 2019, this linked project is undergoing its first iteration.

5. In the 2018 Umoja Program Review, Umoja planned to use its fall and spring mixers to hold *indabas* (deep discussions) or augment a topic that students are learning about in Umoja courses. Similarly, in the 2018 Umoja Program Review, Umoja planned to execute at least one Umoja-hosted community event or lecture on campus dealing with issues of importance to Umoja students. Lectures would be student-driven: Students would select, invite, and host speakers with Umoja Faculty guidance. These ideas became *wokeshops*, a term coined by Umoja's Kali Rippel that captures the honest and deep discussion of pertinent topics with academic underpinnings. Also, instead of being tethered to Umoja courses, they are tethered to students' interests. Students decide the wokeshop topics in Umoja courses, and they carry them out in wokeshops held outside of the classroom. In 2019, during Black Hxstory Month, Umoja students held a prototype of a wokeshop in the form of a talk and activity on Colorism. The event was student-led, student-driven and supported by Umoja faculty and Watemi. A formal wokeshop was held in September 2019. These wokeshops promoted student leadership and organization, contributed to a culturally-affirming campus climate, mentorship, and service learning.

6. In the 2018 Umoja Program Review, we planned to expand on-campus Umoja activities to include students at-large as long as adequate facility space was available). Our nascent and first official wokeshop included the campus at-large, as has Umoja's study jams, and collaborations with the Black Student Union and other student organizations.

7. In the 2018 Umoja Program Review, we planned to move from a start-up budget to an official operational budget. This plan is carried over from the 2016 and 2017 Program Reviews. An operational budget has been established.

8. In the 2018 Umoja Program Review, we planned to secure library textbook funding for Umoja's Library Skills course. In the summer of 2019, Umoja received assistance from the Office of the VPSS which purchased English and Library Skills textbooks for Umoja's current cohort.

9. In the 2018 Umoja Program Review, we planned to try to hire one Math faculty or Math tutor. A Math tutor (student) was secured via the Tutorial Center and offered in the Learning Community Center in Spring 2019. In Fall 2019, a Math tutor (faculty) was secured thanks to a grant given to Umoja LPC by the Umoja Community Foundation. Limited funding for the Umoja Math tutor (faculty) will be available through Spring 2020.

10. In the 2018 Umoja Program Review, we planned to secure funding for students to attend events and/or exhibits rooted in and related to the African diaspora. Subsequently, we received funding

to sponsor another visit to the Museum of African Diaspora; however, we would like to expand these offerings. This goal is still in progress.

11. In the 2018 Umoja Program Review, we planned to hire 3 student assistants (10 hours / week per student assistant). These would ideally be former Umoja students who have taken Umoja courses before. Their duties would be to tutor and mentor current students and provide clerical support to Umoja instructors and coordinators. The assistants would either be paid and/or receive work experience credits. A similar plan is currently in process: In October 2019, one former Umoja student was hired to become an Umoja Assistant at 20 hours per week.

12. In the 2018 Umoja Program Review, we planned to collaborate with LPC's Mental Health Services Grant team to provide culturally relevant interventions and referrals for Black students. This plan is in progress.

13. In the 2018 Umoja Program Review, we planned to implement case management tools for tracking academic progress, Umoja touchpoints, and referrals (e.g., EOPS, Cal Works, DSPS, Health Center for mental and physical needs, and Financial Aid). Guided Pathways is exploring similar tools, and this goal is in progress.

14. In the 2018 Umoja Program Review, we planned to grow Umoja's partnership with the African American Scholars Project (AASP) in efforts to support a seamless transition for African American students from Tri-Valley high schools to community college. LPC's Umoja was represented in a college night for AASP high school students and parents, and the Umoja representative was invited to serve on a panel of experts to provide best practices for preparing African American students for college including choosing a college and major.

15. In the 2018 Umoja Program Review, we planned to create an annual activity with Puente and Gateway to Success students. Puente, Umoja and Gateway to Success students toured UC Merced together in spring 2019. Puente and Umoja Students will participate in a gifting activity at the end of the Fall 2019 semester. The activity will give them opportunities to gift (or share) their research to one another and members of the College.

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		Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources	X	Pedagogy	X	Student Equity
	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

1. In the 2018 Umoja Program Review, we planned to use ORPIE to capture our success rates. We did not follow up on this goal, though in Fall 2018, Umoja's Kisha Quesada Turner worked with ORPIE to

carry out focus groups that studied the satisfaction of Black/African American students. The outcome of that study is currently stalled due to lack of time for the facilitators to work on it.

2. In the 2018 Umoja Program Review, we planned to create one additional SAO to measure program effectiveness with regard to retention of Black males (estimated due date Fall 2019). This plan is in progress.

3. In the 2018 Umoja Program Review, we planned to conduct research related to starting an Umoja mentorship program by Fall 2020. This includes incorporating Umoja's advisory board, Watemi, and the 2017-18 cohort of students to create mentorships with future cohorts. In light of best practices learned at the Umoja Summer Learning Institute for Umoja Practitioners (Summer 2019), we are now looking to explore a scalable mentoring program opposed to one-on-one mentoring. We are looking to build upon what is currently working; for example, holding events that bring Watemi and students together in a non-intimidating atmosphere. We will continue to explore ideas to invite and incorporate non-LPC professionals into Umoja events.

4. In the 2018 Umoja Program Review, we planned to enlist a Math faculty to teach for Umoja. This plan has not transpired as it was previously difficult to dedicate a Math section to Umoja because of students' varying levels of Math. However, with AB 705 legislation, it seems more realistic to explore this plan.

5. In the 2018 Umoja Program Review, we planned for Umoja faculty to complete at least one professional development training on teaching and supporting African American males or men of color (by end of Fall 2019). Lack of time prevented this from happening, so we will carry over this plan to the next academic year.

6. In the 2018 Umoja Program Review, we planned to explore the need to add least one additional cohort to the learning community, but the College's overall enrollment numbers were lower than in previous years. A more robust recruiting strategy may be needed.

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

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

1. More coordination time for the English coordinator is needed. We would like to see an increase in the coordination time for the English instructor by 25% to 50% to allow for more time to oversee grant management.

2. For the current academic year 2019-2020, the coordinators will have 20 hours each for summer recruitment efforts. The Counseling/Coordinator requires at least 15 counseling hours to meet with students in need of assistance with choosing classes and onboarding beyond the program planning sessions. These students are sometimes still unsure about classes and major and are in need of individual counseling. As of now, when the Counselor is working summer session, the Counselor is asking students to come in on drop-in, which does not suffice. The drop-in lists are often long over summer and students typically need 30 minutes of the Counselor's time.

3. 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 for the Veteran's First Program.

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

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

1. To secure at least $16K in grant funds from the Umoja Foundation for the 2020 calendar year.
2. To plan an Umoja networking/mentoring event with community professionals.
3. While the first wokeshop was marketed to Umoja and non-Umoja students, a related goal is to increase the presence of Umoja on campus by inviting the greater campus community to Umoja wokeshops.
4. To develop a high school outreach and marketing plan to increase Umoja enrollments.
5. 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.
6. To identify the role of the Umoja Community in the future state of the college as a result of the Guided Pathways implementation.
7. 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.
8. To increase recruitment of STEM students within the Umoja program and chaperone STEM students to the annual Umoja STEM conference (Summer 2020).
9. To explore ways to offer Umoja resources beyond the learning community for students who already completed Eng 1A/4 and want counseling, access to transfer support, and Umoja faculty mentoring.
10. To convert 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.

Mark an X before each area that is addressed in your response.	Definitions of terms: https://bit.ly/2LqPxOW

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

H. 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).

Mark an X before to 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		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
http://www.laspositascollege.edu/research/outcomes.php

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
_____yes _____no

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.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only):
SLO or SAO: Umoja Retention   This assessment considers all Umoja students who enrolled in at least one Umoja course in the fall term and one Umoja course in the consecutive spring term who have continued in LPC the following fall term. (2-point rating scale - Persisted at LPC, Do not Persist at LPC).   Students who complete at least one Umoja course per semester for two consecutive semesters will return to Las Positas for the following semester.
Describe the quantitative or qualitative results: Fourteen out of sixteen students persisted.
Discuss any actions taken so far (and results, if known):

Prior cohort student leaders have been engaged and are encouraging to the current cohort of students in the following ways: answering questions, reminding students of tutoring and other events, visiting Umoja classrooms, inviting students to join BSU, and connecting with students off campus. As of Spring 2019, there is embedded tutoring in the Umoja English classrooms. In addition, more experiential activities have been added to PCN classes to encourage more student involvement on campus; for example, students were assigned campus volunteer hours.
Discuss your action plan for the future: To continue to promote student leadership and peer mentoring. In addition, Umoja will continue to expand campus events and activities to encourage students to spend more time on campus for the purpose of communal building and belonging.

C. **Program SLOs (Degree/Certificate granting programs only**): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: N/A
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: https://bit.ly/2LggoKv. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
- Ensuring eligible students receive financial aid, if desired   - Removing barriers that hinder students from moving toward their goals   - Offering additional information and support about educational pathways   - Offering academic support that increases English/math completion in the first year   - Enhancing career readiness through coursework   - Increasing completion of degrees and certificates   - Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

Over Summer 2019, calls and meetings were scheduled with Umoja students to identify barriers and challenges early on prior to the fall semester so that students can start the fall with resources if available, for example referral were made to DSPS, EOPS, math jam, math support classes, and FAFSA. Results are not known, but with resources and coordination/counseling hours over summer perhaps these efforts could be tracked and reported.

F2.

This semester (Fall 2019), Financial Aid presented an overview of the FAFSA process to Umoja students. Math and English tutoring are being offered to Umoja students to increase success in Math/English within a year. Canvas scheduling has been used to create direct access to the Umoja counselor's schedule and students can now sign up for their own counseling appointments. This activity is still growing and has and will continue to require a change in behavior for existing prior Umoja cohorts.

Umoja students who may be transferring in Fall 2020 are currently being offered transfer application help. Students are also required to meet with the Umoja counselor once a semester to ensure they are on track to complete their degrees and/or transfer. The current cohort of students set goals very early on in the semester of their grades and expected GPA. They are asked to provide an update on those goals mid-semester and at the end of the terms. These activities support of student retention and completion.

Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

More coordination time for the coordinators: Increase the coordination time for the English instructor by 50% to allow for more time to oversee grant management.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

1. A research and gifting project is underway for our students to study equity data and come up with causes and solutions. We believe that it is important for students to have a seat at the table in tackling reasons for and solutions to close equity gaps.

2. Maintaining Umoja is a method of improving the metrics. Affirming events like Fall kick-offs, End-of-Year celebrations, encouraging and holding spaces for study jams, creating mixers for

Black students to meet Black professionals and Black faculty, celebrating Black History Month with enriching programming, hosting tours to visit HBCUs, attending conferences and field trips centered on academics and Black cultures, and the provision of textbooks and tutors are all actions to improve the retention, readiness, access to the College, and completion metrics.

3. Supporting the Brother-to-Brother and Sister-to-Sister programs help to improve retention, readiness, and completion. These programs help students feel connected to the campus which increases their retention and chances at readiness and completion

4. Supporting the Black Student Union, of which many Umoja students are part or help to recruit. Having a BSU helps students feel connected to the campus which increases their retention and chances at readiness and completion.

5. Supporting courses that enhance an African American/Black student's experience at an institution in which they're not of the dominant culture. Umoja students specifically call out Cross Cultural Psychology and Financial Planning course and call on LPC to create a Black Studies or African American Hxstory course.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Umoja students (and BSU students) consistently pine for an African American Hxstory course, but there no course offered at the College.

Though access is a metric in which Black/African American students experience disproportionate impact, Umoja has experienced challenges in recruiting Umoja students and marketing to them. This suggests a more robust recruiting strategy or a deeper understanding of the barriers that prevent Black/African American students from enrolling at the College.

H.

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

Section Three: Curriculum Review
(Programs with Courses Only)

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

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

Curriculum Updates

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

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

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

Section Four: 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 represent a training need that is not duplicated 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).

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

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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?

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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?

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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?

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?