

PROGRAM REVIEW Fall 2022

Program: Umoja

Division: Student Services

Date: 11/1/22

Writer(s): Daniel Odom, Salem Admassu, Kisha Quesada Turner, Kimberly Burks

SLO/SAO Point-Person: Daniel Odom & Salem Admassu (Fall 2022 forward)

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1. Umoja program piloted, in Spring 2022, a redesign where Umoja students can take up to two Umoja Fast Track 1 courses (PCN 30 and ENG 1A) and up to two Fast Track 2 courses (ENG 7 and CMST 1). Note: The CMST 1 section is a blend of students from Umoja and the general student population.
2. While Umoja registrations were low Fall 2021, we were able to pause, redesign and recruit a Spring 2022 cohort.
3. Umoja English courses continued to offer embedded tutoring in new Umoja design (Spring 2022).
4. Umoja instructors were trained to design and teach hy-flex course offerings. Umoja English 4 was offered as a hy-flex course in Spring 2022 with PCN 30 and ENG 1A following in Fall 2022.
5. Hired 2 new Umoja Coordinators (Counseling-Coordinator and English-Coordinator) to replace existing coordinators starting Summer 2022. (Planned in prior program review)
6. Recruited an English instructor to teach Umoja English 4 Fast Track 2 as planned in prior program review.
7. Math-Umoja collab continued through Fall 2021; There were 8 Umoja students enrolled in a dedicated Umoja/Puente section of Math 40. One Umoja student was registered in the Umoja/Puente dedicated Math 30 section.
8. Reestablished relationship with the African American Scholars Project (Fall 2021). Counseling-Coordinator and Umoja student served on the Black in College Student Panel for AASP at Livermore High School. Students were given Umoja swag and LPC & Umoja marketing fliers/handouts.

Accomplishments
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2. While Umoja registrations were low Fall 2021, we were able to pause, redesign and recruit a Spring 2022 cohort.
9. Created a Transfer “how to” video for African American Scholars Project high school students to address CCC transfer questions and myths.
10. Celebrated 10 students who accepted admissions to universities for Fall 2022; one additional student’s offer was pending. Nine of the ten transfer students achieved an ADT or AA/AS degree and the one remaining student achieved a certificate.
11. This academic year, Umoja students were encouraged to participate in the following activities: a. Umoja LPC Meet and Greet (Sept 23, 2021), b. Students and faculty were invited to the Umoja Conference and participated in journaling activity (Nov 4-6, 2021), c. Ribbon Cutting of LPC’s Black Cultural Resource Center (Feb 2022), d. Black History Month Mental Wellness event (Feb 2022), e. Umoja LPC Black History Month Is Every Day Celebration (Mar 2), f. Umoja LPC @ UCR Virtual Black Unity Day (April 21) g. Resilience Training with AAPI Interest Group (scheduled for 4/26, but was canceled), h. Umoja LPC End-of-Year Celebration (May 11), i. and UberEats x Study Session (May 16)
12. Met all regional and state Umoja reporting requirements for 2021-2022.

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1. Due to low enrollment probably as a result of the pandemic, our Fall 2021 courses were canceled (but moved to Spring 2022).
2. Black men were under-represented in our courses
3. We lost our second Umoja regional coordinator. A RC is our main connect to Umoja's statewide office, a source of information, guidance, resources, and advocacy.
4. Recruitment is still challenging. Potential Umoja students (new and returning LPC applicants) receive a personalized marketing email with a follow up phone call.
5.
6.

Tab to add more lines as needed

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

1. Continued partnership with the CMST instructors; would like to see CMST instructors attend Umoja Summer Learning Institute to be trained as Umoja Practitioners/Faculty. 2. Continued partnership with the Math instructors in effort to expand "Umojafied" math offerings to Umoja students (e.g., possibly offer Math 47 to Umoja students). 3. Virtual counseling resulting from the pandemic is currently the primary mode of counseling for Umoja students. Umoja will continue to offer virtual counseling as an option. 4. ConnectUp program was established for students not eligible for Umoja (e.g. already completed English courses, students pursuing certificates). Umoja would like to continue to have this warm hand-off for Black students who are not served by the Umoja program. 5. Virtual Umoja Village Canvas Site was created to keep Umoja Students current on Counseling support and other Student Services. Some aspect or alternative of the Umoja Canvas site will continue. 6. More programming for Umoja students in the Black Cultural Resource Center (BCRC). 7. Continued nurturing of student leadership 8. More coalition-building with cultural learning communities such as the AAPI Interest Group and Puente

9. Continue to offer HyFlex
10. Retry the late-start courses in Fall 2023

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

Our program is connected to the College Mission based on the program's intent to provide students of the African diaspora a supportive community to thrive academically while understanding their cultural history and self identity. That in itself supports a journey of lifelong learning, and equity centered education as stated in the College Mission.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
Train with Kim and Kisha (former coordinators)	X			
Provide tutoring		X		X
Expand tutoring to Math and other subjects	x	x		x
Provide counseling		X		X
Collaborate with Connect Up for Mentorship	X			
Develop a budget and work with SEA Director	X			
Involve students in planning for Black History Month		X		X
Provide exposure to various cultural opportunities (Museums etc.)		X		
Provide exposure for academic opportunities (ie; College tours, conferences)		X		

Expand outreach to local high school during the end of year/ college day; do outreach to Tracy and Pleasanton Unified BSU students	X			
Speaker Series with influential speakers of the African Diaspora	X			
Hold Student facilitated “Wokeshops” to address topics that affect them		X		
Do campus tours of various CA universities as well as HBCUs		X		X
Organize, fund and staff for a financial literacy workshop series for students	X			

Tab to add more lines as needed

F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	In PCN 30, students are required to complete an extensive profile and needs assessment.
What did you learn?	For the past 3 cohorts, approximately 95% of Umoja students either worked or were in search of a job. Umoja students work an average of 25 to 30 hours a week with a full-time unit load.
How will you use the feedback?	This feedback was used in PCN 30 on the first day of Fall '22 classes by addressing recommended work/unit load balances and marketing on-campus Student Assistant opportunities. Two new Umoja students landed campus jobs.
Coordinating Outreach	
Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	Called and emailed students regarding the Umoja Program during the Summer
What did you learn?	We learned that it took several attempts to finally connect with students.

	We got more responses from Female identifying students
How will you use the feedback?	We will try other ways of outreach going forward (ie; HS visits, disseminating our marketing materials more broadly across campus, including link to application on class schedule, using mass text messaging technology). We would also like to work towards ways of getting students on campus during the summer to establish community and rapport prior to the start of the semester. We will make efforts to recruit more males in the program, including doing outreach in athletic department and working with LPC coaches recruiting for their teams

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Not enough time for coordinators to plan the semester before class start date. The very few hours that were allotted were taken up by recruiting, which went on into the semester due to late enrollment and delayed response from student	We suggest a lot more summer hours be allotted for recruiting, for planning the semester/year, for the hiring of a student assistant, and for engaging students with the program during the Summer(existing and potential students). We also suggest more hours be allotted for use during the semester.
Students sometimes enroll or finish enrolling late.	Will work towards ways of getting students on campus during the summer to establish community and rapport prior to the start of the semester. Will make efforts to recruit more males in the program
Funding	We suggest including Umoja in the general fund.

- SEA budget subject to reduction - elimination of Umoja regional funding and lack of response to grant application	
Changes in the structure to the statewide Umoja program--change in leadership and vacant positions-- has resulted in less communication, last minute conference details, no information to date on how to apply for funding, etc...	Be proactive about communicating with the acting regional coordinator to receive updates. Suggest to the acting coordinator that we have meetings to address budget, and events in a timely manner.
Fast-track courses may be too fast and unforgiving for students who may not realize the weight of the workload and the pace of the course right away; the intensity of the course makes it more difficult to take the time to build community and engage students in activities outside the classroom; students taking PCN and English 1A concurrently may not have all the PCN skills they may need for English 1A	We suggest late-start or regular semester courses

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

The Umoja Program was paused for Fall 2021. We welcomed a new Umoja co-hort into our core Umoja courses in Spring 2022. Please refer to last year's PR for trends identified from Fall 2017 through Fall 2020.

Success rate data was manually compiled and analyzed for the Umoja sections of PCN 30 starting with cohort 1 (Fall 2017) by PCN 30 instructor. Data and reports can be provided upon request.

Key findings for PCN 30 Umoja offerings from Fall 2016 through Fall 2022 (includes Spring 2022).

1. Fall 2019 in-person, full-term course has the highest success rate - 91% and the lowest withdrawal rate (9%) - all students who completed the course succeeded.
2. All in-person offerings (all full-term) have lower rates of withdrawals compared to synchronous and hy-flex offerings combined (one full-term and two fast track offerings)..
3. Full-term PCN 30 Umoja sections (Fall 2017 - Fall 2020), combined, have a 13% higher success rate than Fast Track offerings (Spring 22 & Fall 22).
4. Full-Term Hybrid/Synchronous (Fall 2020 - only offering that met once a week) and Fast Track Hybrid/Synchronous(Spring 2022 - met twice a week) have a 1% difference in success rates, but both have the highest rates of withdrawals.

Conclusions:

- Full-term, in-person offerings have higher rates of success for Umoja students.
- In-person and hy-flex offerings have lower withdrawal rates than synchronous offerings.

B. 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 are 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](#)

- 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.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(*Departments without degrees, non-major courses, and/or other courses up for assessment*\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| • Gender | • First Generation |
| • Age | • DE |
| • Ethnicity | • Online |
| • EOPS | • Hybrid |
| • Veteran | • Fact-to-Face |
| • BOG Recipient | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

_____YES _____NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

Description of SAO: "One of the state-wide Umoja Community Outcomes is higher than average persistence rates. We want to see all Umoja students who complete two consecutive semesters persist to the following semester. To date, that would be fall to fall. Going forward, we are allowing multiple entry points into Umoja and modifying the design to offer more courses. We want to assess persistence also from spring to spring. We plan to migrate to the new model for 2021-2022. We want to compare the new "co-hort" model to our existing model, which is referred to as the "learning community" model. The goal is to identify any persistence issues early on in the new co-hort model by assessing 2021-2022 for Fall only. We need a full year of spring participants. Therefore, we'll assess spring under the new co-hort model in Year 3."

SAO: "...will return to LPC for the following semester"

Umoja planned to assess only Fall to Fall persistence for Year 2 (2021-2022) of the 3-year plan and Fall to Fall and Spring to Spring for Year 3 (2022-2023). We did not welcome a new cohort into the core Umoja

classes for Fall 2021, which were English 1A, PCN 30 and LIBR 1, in effort to plan for and pilot a new program design that was implemented in Spring 2022. For the cohort that was welcomed in Spring 2022, will not be able to assess persistence rates until the Spring 2023 census date.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). ***Not applicable to SAOs%***
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

See question 1.

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

See question 1.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023? - ***Not applicable for SAOs.***

___ Yes ___ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

___X___ YES _____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.) SAO plans and assessments are maintained offline eLumen on the SLO/SAO website per SLO Committee.

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____ YES _____ No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES _____ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES _____ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

It would be helpful if references to faculty reporting and courses are removed from this non-instructional SAO section of the program review (Section C3).
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