**Student Success Learning Communities Program Review Narrative Report**

 **College:**

College of Alameda

 **Discipline, Department or Program:**

 Student Success Learning Communities

 **Date:**

October 11, 2010

 **Members of the Learning Communities Program Review Team:**

Edy Chan, English; Christa Ferrero-Castañeda , ESL; Debbie Green, DSPS Counselor

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**History:**

Student Success Learning Communities began in 2008 when Edy Chan, Debbie Green, and Christa Ferrero-Castañeda met with the administrators to discuss strategies for increasing student success and retention, especially for our students of color who had dismal academic success statistics, and whose advancement from basic skills courses, especially in English, to college level courses was also below other students at the college. Differential student success statistics had been documented by the college for ten years and had led to two grant opportunities, the Equity for All Project and the SSPIRE program, and participation in the Digital Bridge Academy. Ms. Chan, an English instructor, Ms. Green, an academic counselor, and Ms. Ferrero-Castañeda , an ESL instructor, knew that the students could be more successful and wanted to explore different avenues of instructional delivery.

They visited other campuses and spoke with countless professionals before deciding on a Learning Community that included basic skills English paired with a Counseling class. The goal was to address students’ needs holistically, not just academically, but emotionally, and to help them stay focused on their goals. The goal was to create a community that would prepare students both academically and for their future professional careers by instilling confidence, patience, and self-discipline into their college experience.

With the support of the administration, College of Alameda became a consortium member of the Umoja Community - a statewide organization of community college educators devoted to enhancing the educational and cultural experiences of African American and other students. In the summer of 2009, they participated in a week long retreat with Umoja where they learned a plethora of strategies and ideas for how to create a community rooted in justice, education, and love. In addition to the Umoja trainings, all learning communities’ instructors and counselors, as well as all COA faculty and staff were invited to attend intensive trainings from San Francisco City College APASS, Merritt College’s Centro Latino, and numerous other organizations. The COA faculty continues to receive on-going training toward the continued success of students.

**Narrative Description of the Discipline, Department or Program**:

The combined efforts of Instruction and Student Services, the three Student Success Learning Communities are Adelante *[Spanish to motivate “onward” movement]* focuses on Latino readings and learning strategies; Amandla [*Zulu for “power”]* focuses on African-American readings and learning strategies; and APASS *[Asian/Pacific American Student Success]* focuses on Asian-American readings and learning strategies.

These learning communities are designed to provide students with the necessary knowledge and self-confidence to succeed. Students take accelerated, culturally-focused English courses with a companion counseling/study skills courses. Learning communities support academic achievement, encourage cooperative learning, promote service learning and civic responsibility, and cultivate collaboration among all three learning communities.

**Mission Statement of College of Alameda:**

College of Alameda's mission is to meet the educational needs of its community by providing comprehensive and flexible programs, which will enable students to transfer to four-year institutions, to earn degrees and certificates in selected academic and occupational fields, to prepare for positions in the workforce, to improve their basic learning skills, and to expand their general knowledge.

In fulfilling its mission, the college strives to provide its students with the support services necessary to assist them in realizing their educational and occupational goals. Access is open to all who can benefit from instruction at the collegiate level.

The college works in partnership with its community and with other educational institutions in assessing and meeting the unique needs of its diverse population. This mission is in accord with that of the Peralta Community College District and with legislation of the State of California.

**Mission Statement of the Student Success Learning Communities:**

As members of the California statewide Umoja Consortium, College of Alameda’s Student Success Learning Communities serve as a community and significant resource designed to enhance the educational experience of African-American, Asian/Pacific Islander, and Latino students. The Student Success Learning Communities serve to

* deliberately recognize the history, contributions, and challenges of these cultural groups;
* intentionally provide a foundation for academic success by encouraging self-efficacy and personal voices;
* actively promote curriculum and pedagogy responsive to the legacy of these three communities; and
* broadly include collaborations among all three learning communities to recognize commonalities and uniqueness among groups and promote awareness of others.

**Institutional Need:**

Students enter the Student Success Learning Communities with a variety of personal experiences and educational obstacles, including cultural expectations and family responsibilities, a broad rage of reading and writing abilities, and varying levels of life experiences. In order to serve students effectively, the following philosophy has been adopted:

* **Opportunity:** Historically not all students thrive in a traditional educational setting. The Student Success Learning Communities is a student-driven program that addresses the academic needs, personal growth, and college preparedness of students.
* **Awareness:** Faculty meet them at their current level of preparation by validating the students’ life experiences through culturally-sensitive reading materials that often reflect their own life experiences.
* **Empowerment:** Students are empowered to achieve independence, increased self-confidence, and an integrated understanding of themselves within the context of the academic environment, leading to full participation in the college and in the community.

**Organizing Principles:**

The Student Success Learning Communities

* Share a name with a core set of pedagogies and promising practices;
* Support the academic success of all students;
* Support the persistence and retention of all students toward defined educational goals: transfer, certificate, associate degree;
* Integrate both instructional and student services;
* Integrate direct instruction of information and technology literacy;
* Include recruitment and regular training of students, staff, and faculty through seminars, conferences, and other professional development;
* Facilitate the sharing of resources: financial, curriculum, methodologies, pedagogies, materials, and contacts;
* Commit to collaborating with campuses at a local level so that there is integration of the core Umoja community with the particular college mission, goals, strategic plan, and student equity efforts. [Umoja Executive Summary, September 2007, Dr. Donna Colondres and Tom DeWit; www.umojacommunity.org]

**Goals:**

* Increase access
* Increase retention and persistence
* Increase enrollment
* Increase success in basic skills courses and advancement to college level courses
* Case management
* Provide students with college orientation, educational orientation, educational and major options and career planning
* Sustain resiliency (bounce back ability)
* Enhance self-efficacy
* Build strong community by introducing students to role models and mentors
* Increase degree and certificate completion

**Methodology:**

* Mentorship/Tutoring
* Providing a cultural space
* Culturally specific counseling
* Workshops
* Career development and awareness
* Using technology and media for student outreach
* Navigate the system without compromising cultural identity
* Cohort/support peer to peer
* Develop learning tool for educational success (community proficiency)
* Cross cultural and racial community building through programs and social activities
* Culturally specific curriculum
* Recruiting and outreach (in reach) and outreach)
* Group counseling
* Develop academic skills
* Increase GPA
* Increase transfer rate
* Increase degree and certificate completion
* Increase grade outcome per semester
* Learn now to navigate college semester

**Description of the program:**

Students in COA’s Student Success Learning Communities take English courses with a cultural emphasis along with study skills courses. Classes are connected so that a group of students can take classes together. Each learning community engages students in collaborative learning activities and provides academic support services. Faculty, staff, peers and assigned mentors are all part of the team to assist students in achieving their academic goals.

Each learning community has a Counselor/Coordinator/Instructor and an English Instructor. The class pairing is as follows:

* English 269AB is paired with Counseling 224.
* English 201AB is paired with either Counseling 24 or Counseling 30.

**Instructional Aides**: We utilize 2nd year Masters’ level IA’s from Mills College to provide extra support for our students in order to assist them in achieving their academic goals more expeditiously.

**Additional Support:** We also work with the Learning Resource Center, EOPS, DSPS and other programs on campus to enhance learning opportunities for our students.

**Mentor Program:** In our 3rd semester, we expanded our support by recruiting mentors both on and off campus to increase student engagement on campus and introduce students to positive role models.

**Field Trips:** Students from all three learning communities participate in one to two field trips per academic year in order increase their exposure to activities in the Bay Area. Field trips include museum exhibits, university tours, plays, and other community activities.

**Service Learning:** All students are required to participate in volunteering for an agency or program in the community. They must then write a report based on their experiences and what they have learned. Many students continue to volunteer after the assignment is completed.

**Extra-curricula Activities/Civic engagement:** Each community chooses an activity they would like to sponsor and students are responsible for the planning and implementing of their activity. In 2009-2010, the activities included three Open Houses combined with an author’s presentation and class discussion, a program and panel discussion for Black History Month, and a collaborative effort with the Latinos Unidos Student Club to celebrate Cinco de Mayo.

**Fund-raising:** Students networked in the community and negotiated donations and conducted two raffles including two baskets in the fall semester 2009 and several donations in the spring 2010 raffle. Funds were used for field trips and scholarships.

**Scholarships**: Six $100 scholarships were awarded at the End of the Year event. Three were a direct result of the raffles and three were donated by a private donor.

**Newletters:** We published three newsletters during our 2009-2010 academic year to highlight the accomplishments of the students.

**Instructional Programs:**

As of this date, the programs have expanded each semester. The programs have expanded as such:

**Fall 2009:** Each community offered an English 269AB (Basic-skills English) paired with a Counseling 224 (College Preparedness class). Additionally, we established relationships with other instructors on campus and registered our students in computer and keyboarding cohort classes.

**Spring 2010:** Each community offered a combination English 269AB/English 201AB paired with a Counseling 24 ( College Success) class. Additionally, we added the Instructional Assistants and cohort classes i.e. Math and Psychology to our cohort list.

**Fall 2010:** Each community offered an English 269AB course paired with a Counseling 224 course and an English 201AB paired with either a Counseling 24 or a Counseling 30 (Personal Growth) course. Cohort classes include Math, Psychology, Political Science, Computers and Keyboarding. Additionally, we added a Mentor-Mentee program for English 269AB students.

**Examples of Innovative Teaching Techniques:**

* "Active Voice Tournament" –students are divided in to teams and compete head-to-head to transform passive voice sentences into active voice sentences as fast and correctly as they can. The team that does this the fastest moves on. There is a playoff bracket including quarterfinals, semifinals, and championship round. A photo can be taken of the winning team.
* Homework “highlights”-Instructor emails the class favorite student sentences, arguments, questions, etc. and quotes giving the student credit for their work. For example, "I noticed a pun on page two of Hemingway's 'Hills Like White Elephants'; the man says 'cut it out', which refers to the abortion debate they are having--in addition to the literal meaning of 'stop kidding around'." -Student Name
* Instructor plays a human sculpture. In teams students had to quickly plan how to enact various historical or cultural events (the sinking of the Titanic; building the Egyptian pyramids, etc). The catch was that when it was time for each group to "perform" they had to *freeze* their bodies (like charades but *without* movement). This was just to get them loosened up and talking to each other.
* Instructor is making a magazine/journal of students' autobiographical sketches. All papers will be collected into one journal and bounded, complete with a Table of Contents and Introduction written by the instructor.
* Two minute Theatre Project:

Critical/Active Reading

1. Students read a text and look for themes.

2. In small groups they analyze how those themes function in the text and how they

 relate to their personal lives.

3. Students put on a two minute skit that demonstrates the way those themes affect

 their identities and communities.

4. In class discussion, students then discuss the parallel between the themes in the text

 and the themes in their personal lives. This is a fantastic way of contextualizing

 theoretical work and historical texts.

* Vocabulary Development/ social justice lexicon:

1. Students read a text specifically looking at the relationship between vocabulary and

 understanding the main point/author’s agenda.

2. There is extensive review of the vocabulary.

3. This is followed by a discussion of how understanding the vocabulary helps them to

 read the work differently.

4. Next, instructor utilizes contemporary music (usually hip hop and some punk/rock)

 and the class discusses the themes of the songs in the context of their new language

 skills.

5. Students then try to write (narrative, poem, etc - their choice) with the new lexicon.

* Code Switching/revision/proof reading

1. Instructor writes a theme from the class discussion or reads it from the board.

2. Instructor asks students to discuss the theme in a dyad as if they were talking about it

 with friends outside the class room...not standard English.

3. Students then read out loud and celebrate their authentic voices.

4. It is then passed to another person in class.

 5. The new person has to translate it into standard English.

* Social justice strategies are utilized for in class conversations

1. fishbowls

2. anonymous ideas posted around the room - we walk and read

3. tossing anonymous ideas into a hat and having others read our ideas

4. agree disagree

* Sentence Structure/Sentence Combining/Affirmations/Expertise Recognition

1. Students review sentence combination strategies.

2. Students are asked to stand up, walk around, and tell twenty different positive facts

 about themselves

 3. Once each person has two positive facts about 10 people, they sit down and combine

 the facts into 10 concise, coherent sentences.

4. Instructor says a person’s name and at least five people read their sentences.

* Haiku Responses/Critical Reading/Summary/Concrete Language

1. Read text/watch film/have discussion

2. Discuss themes in dept

3. Consider how themes affected the way we think about ourselves and the world.

4. Write a haiku using specific concrete language

5. Share

* Reading Comprehension Quiz, Essay structure prep (takes 2-3 days - Instructor gives students 30 minutes to strategize in class) (the goal is to earn 20 + points...this is pass or fail)

1. Instructor lists themes on the board

2. Class breaks themselves up into small groups and chooses one theme

3. Each small group collectively decides 10 + critical arguments about the theme that

 they have to validate through referencing the text.

4. Each group presents their arguments in front of the class.

    a. Arguments are graded based on critical analysis, insight, development, and

 demonstration that students read entirety of assigned text.

    b. Each time an individual makes an argument and text reference/analysis, they get a

 sliding scale 0-5 points.

5. While the group presents, the rest of the class takes notes.

6. After the group presents, the class asks them intelligent and well constructed

 questions or make challenging statements about their ideas (not the text, their ideas).

7. Each time a student asks a question, they get 0-2 points sliding scale.

8. Each time a group member answers a question, they get 0-2 points sliding scale.

9. Instructor updates students on how many points they have after each presentation so

 that every one has a chance to succeed.

* Student Instruction

1. Divide text into reading schedules

2. Students then allot themselves to sections of the texts.

**Examples of Innovative Teaching Techniques continued:**

3. Students are expected to choose a passage that they think critically demonstrates some theme/idea of the text and/or affected them emotionally/politically.

4. On that student’s chosen day, they can work independently, or with a group, to provide an intellectual and/or creative demonstration/discussion of their passage.

5. Each quote is allowed 5-10 minutes of class time. If it’s a group, they should multiply

 5-10 by each member to estimate presentation time.

* Instructor opened a students-only Facebook account and utilizes this to communicate with students about homework and class issues. Additionally, the account is used to build community and as an added venue for communication.
* Students do class presentation on their country and culture as extra credit. This is a great tool for students to learn about doing research and presentations in a friendly environment.
* Food is an integral component of some cultures. Instructor has a potluck in the class once per semester where students contribute a favorite recipe along with a personal story to go along with the recipe. Instructor will compile and publish these recipes for the students.

**Student Quotes:**

“I love how warm and kind hearted the community staff treats us. They are so down to earth. I find the readings we do in class very interesting and it opens up my mind on the world. If you want to take a fun class, this is the way to go.”

“This is a great community; it’s amazing how supportive the teachers are. They are

 really helpful and want the best for you.”

“I like the fact that we can choose what to learn in English. I’m glad there are choices, such as Latino, Asian and other cultures. I believe this has helped me learn better instead of being forced-fed stuff I really don’t care about.”

“It felt good to walk into a classroom and discuss the issues that face our community and reading books and exerpts from people of color to get an idea of why our community is important. I fell like I am part of a community and can help others in that we all have the same experiences growing up and it helps us feel confident that we are not alone and can stick together in our academic goals.”

**Success Rates:**

**Fall 2009:**

|  |  |
| --- | --- |
|  | **English 269AB** |
|  | Adelante | Amandla | APASS | Average |
| Fall 2009 |   |   |   |   |
| Expected # of Students | 35 | 35 | 35 | 35 |
| # of Students Initially Enrolled | 28 | 45 | 26 | 33 |
| # of Withdrawals | 4 | 11 | 1 | 5.3 |
| # of Incompletes | 3 | 0 | 0 | 1 |
| Total # Completed | 24 | 34 | 25 | 27.7 |
| Total # Passed | 18 | 31 | 21 | 23.3 |
| Pass Rate (of those completed) | 75% | 91% | 84% | 84% |
| Pass Rate (of those initially enrolled) | 64% | 69% | 81% | 71% |
| Retention Rate | 86% | 76% | 96% | 84% |
|  |   |   |   |   |
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**Spring 2010:**

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| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Spring 2010 break down of numbers for each Learning Community in both English 269AB and 201AB |
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|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | **English 269AB LC** |
|  |  |  |  |  | Average | Adelante | Amandla | APASS |
|  |  |  |  |  |   |   |   |   |
| Expected # of Students | 15 | 15 | 15 | 15 |
| # of Students Initially Enrolled | 14 | 18 | 13 | 12 |
| # of Withdrawals | 3 | 4 | 5 | 1 |
| # of Incompletes | 0 | 0 | 0 | 0 |
| Total # Completed | 11 | 14 | 8 | 11 |
| Total # Passed | 9 | 10 | 8 | 10 |
| Pass Rate (of those completed) | 85% | 71% | 100% | 91% |
| Pass Rate (of those initially enrolled) | 65% | 56% | 62% | 83% |
| Retention Rate | 77% | 78% | 62% | 92% |
|  |  |  |  |  | **English 201AB LC** |  |  |  |
|  |  |  |  |  | Average | Adelante | Amandla | APASS |
|  |  |  |  |  |   |   |   |   |
| Expected # of Students | 15 | 15 | 15 | 15 |
| # of Students Initially Enrolled | 23.33333 | 15 | 31 | 24 |
| # of Withdrawals | 4.666667 | 7 | 4 | 3 |
| # of Incompletes | 2 | 0 | 4 | 2 |
| Total # Completed | 21 | 15 | 27 | 21 |
| Total # Passed | 16 | 11 | 22 | 16 |
| Pass Rate (of those completed) | 78% | 73% | 81% | 76% |
| Pass Rate (of those initially enrolled) | 70% | 73% | 71% | 67% |
| Retention Rate | 90% | 100% | 87% | 88% |

**Fall 2010:** Numbers pending completion of current semester although the number of

 Students’ served should double from the spring 2010 semester due to program

 expansion.

**Staffing:**

Each community has one adjunct Counselor/Coordinator/Counseling Instructor and one-two adjunct English instructors.

**Duties:**

**Coordinator Basic Function and Responsibilities:**

Under the direction of an administrative dean in concert with the Office of the VP of Student Services, the coordinator is responsible for the comprehensive coordination, development and implementation of the programmatic elements of the program

The incumbent assures the relationship of the programs to the goals of the student equity plan improving the degree and certificate completion for African American, Asian Pacific Islanders, and Latino students.

**Scope of Assignment:**

Ensures all goals of the programs are achieved. Coordinator provides comprehensive coordination, development and implementation of the programmatic elements of the programs.

* Works closely with the administration, faculty and staff to implement the goals of the programs for the benefit of student achievement
* Recruit students for high schools, churches, etc.
* Ongoing follow-up with current and former students.
* Conduct Student/Parent Orientation
* Organize and plan student activities, field trips, college visits, and cultural events.
* Budget oversight.
* Train and supervise faculty, staff, and student mentors.
* Seek out, collaborate, and refer students to additional support services on campus and in the community.
* Seek additional revenue for scholarships, book vouchers, and book loans.
* Responsible for measuring student success and learning outcomes by working with the Institutional Research department for data collection functions and tracking student success, retention, and persistence.
* Oversee counseling services to ensure continuous retention and educational success.
* Develops and implements learning communities among faculty, staff, and students
* Provides leadership of the administration of the programs
* Networks with faculty, staff, and counselors for the presentation and classroom visitations.
* Keeps a detailed record of all tasks in progress and completed.
* Oversees development and implementation of Mentor/Mentee Program.
* Present program to various audiences and constituents in the community and on campus.
* Develop and maintain an alumni database.
* Is proactive in community outreach for program enrichment and resourceful in locating and providing products and services for the programs.
* Creates flyers, newsletters, correspondence, reports, and other documents to disseminate program information.
* Works well as a team member with Institutional Services, Counseling, Faculty, and, Staff.
* Attend conferences and trainings on issues related to African American/Latino/or Asian Pacific Islanders.
* Interface with Statewide Umoja Community
* Must be able to demonstrate or exhibit passion, creativity, and energy in the service of African American/Latino/or Asian Pacific Islanders’ student success
* Performs other duties, as assigned

**\*Counselor Responsibilities:**

* Provide on-going personal and academic counseling to current and former students
* Prepare and maintain student educational plan for program participants
* Provide case-management for current students
* Assist students in all aspects of transfer process: application, personal statements, letters of recommendation, scholarship information, etc.
* Coordinate and provide outreach and recruitment effort
* Review assessment scores for appropriate placement
* Enroll students into the program
* Seek community and campus resources
* Develop and maintain necessary program evaluation tools (learning outcomes)
* Establish and maintain contact with CSU, UC, HBCU AICCU
* Teach program specific support courses
* Establish and maintain contact with special population programs
* Act as a liaison for retention programs on campus.
* Work closely with instructors to provide the most meaningful and effective academic experience for students (align curriculum as possible).
* Co-plan and attend activities
* Keep campus colleagues and administrators informed.
* Conducts program presentations as necessary
* Assist in coordination of college tours and participation in Area College Fairs.
* Arrange guest speakers
* Coordinate career inventories and assessments to assess students in choosing appropriate majors and careers.
* Advisor for student clubs
* Provide appropriate interventions for students at academic risk
* Facilitate out of class discussions and workshops for current and former students.

**\*Instructor for Counseling Courses**

* Teaches College Preparedness, College Success, and Personal Growth and Development courses paired with basic skills English courses
* Coordinates with other faculty involved in the program
* Maintain the pedagogy and curricular practices to ensure compliance with statewide Umoja Community established standards.
* Collaborate with cohort instructors regarding students’ academic progress
* Align course curriculum within the learning community as per academic senate guidelines (if applicable).

\*adapted from Umoja Community Statewide Initiative, summer 2007

**English Instructors:**

* **Have a deepened appreciation and sensitivity towards the unique and enriched cultural heritage of LC students.**
* **Select course material that reflects students' cultural backgrounds.**
* **Incorporate a multi-sensory, eclectic approach; activating different learning styles and methods into curriculum lessons.**
* **Allow students to engage in small group work, activities using higher order thinking skills, peer response groups, and individual conferences.**
* **Set up a classroom environment where students from all cultural backgrounds feel**

 **comfortable and eager to learn.**

* **Create a positive, effective learning environment, which fosters self-esteem and motivation, and minimizes student anxiety.**
* **Participate in Leaning Community activities including; monthly meetings, open houses, field trips, etc.**
* **Collaborate with LC counselor**

**Program Learning Outcomes**

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| **Community Outcomes** | **Community Objectives****(specific measures)** | **Assessment Methods** |
| Demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen. | \*Participate in Service Learning Projects\*Ability to plan and implement program activities \*Ability to correlate academic goals and skills with social justice strategiesAwareness and interest in contemporary local and global cultures and concerns |  Completion of assigned duties Journaling* In class presentations
* Involvement in cross campus organization
* Global and intercultural reading
 |
| Apply critical thinking skills to be able to competently process information in their multiple roles: personal and professional and socially. | \*Recognize the authorial agenda in literature, media, and instruction\*Critically analyze the effect art, literature, media, and legislation has on the identities and social perception of working class and immigrant communities of color.\*Strategize ways for students to ensure that their sociopolitical needs are met in academic, career, medical, governmental, and political institutions.\*Develop corporate-class written and verbal communication skills\*Recognize the difference between speaking to be heard vs. speaking to speak. | * Creative and Interdisciplinary responses to in class reading
* Group projects/discussions that analyze assigned literature from various perspectives
* Theatrical analysis of reading
* Critical analysis of literature for sociopolitical/cultural awareness
* Code switching writing exercises
 |
| Develop community leadership including organizing , negotiating, collaborating, cooperating | \*Develop leadership and personal accountability strategies and awareness\*Ability to recognize, confront, and resolve conflict\*Develop concrete strategies to use education and other privileges to intercept and prevent the injustices that plague poor, working class, and immigrant communities of color | * Group projects and presentations
* Student led discussions/activities
* Service Learning Assignments
* Whole community town hall meetings
* Student organized intercommunity festivities and projects

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**Mentor Program for the COA Learning Communities**

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| --- | --- | --- |
| **Student Learning Outcomes** | **Student Objectives** | **Assessment Methods** |
| Bridging student personal/life goals with academic goals | -Students build a relationship with someone who can act as a role model and provide guidance in life planning.-Meeting with mentor to discuss goals and strategies to reach goals-Mentor as model for student-Learn new success strategies outside of the classroom and family | -Completing scheduled meetings with assigned mentor.-Develop a plan with mentor.-Students turn in essays/reports on meetings/conduct interviews, synthesizing experiences. |
| Exposure to new experiences and thereby expanding community | -Participating in one on one relationship building with mentor-Interview and use mentor as an extra sounding board-Sharing non-academic space with a role model outside of the classroom, and with each other | -Journals/blogs-In-class check-ins and sharing |
| Learning to become a role model for others in the student community | -Meeting with mentors who act as models/examples for the student-In-class leadership | -Class project-Presentations (i.e., how to affect change/strategies for change) |

**Long Term Goals:**

* To establish a peer mentoring group where students who have completed the Learning Communities will maintain their contact with us by continuing to frequent the LC Center and mentor current students.
* LC graduates will return to College of Alameda and work with our students as mentors, possible employment contacts, and role models.
* Establish an Advisory Committee consisting of consistency of both COA faculty and staff as well as community members.
* Secure permanent Program funding
* Expand Program by hiring full time faculty and staff