College of Alameda
Annual Program Update
2015-2016

Overview			
BI Download:	N/A	Program Coordinator:	Debbie Green
Campus:	College of Alameda	Dean:	Myron Jordan
Mission Statement:		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/learning skills course. Learning communities support academic achievement, encourage cooperative learning, promote service learning and civic responsibility, and cultivate cross-cultural collaboration among all four learning communities. In order to serve students effectively, the following philosophy has been adopted: **Opportunity:** Historically, success is not just based on merit; not all students thrive in a traditional educational setting because intersectionalities of race, class, gender, sexuality, religion and disability govern access to resources, including education. The Student Success Learning Communities teach with the intention of addressing these intersectionalities by fostering a learning environment that is student-centered. This means that instructors are trained to, first, meet students where they are academically and socially, then secondly, use their expertise to foster the student's growth not only as a scholar, but also as a member of each student's respective community. Students are expected to learn skills that go beyond thriving in the classroom to affecting change in their families and communities. This method has proven to counterbalance the discriminatory practices produced by the oppressive systems of intersectionalities; this method subscribes to the Truth in that education is the key to success and education can break the cycle of poverty. **Awareness:** The Learning Communities are Umoja-based programs. The Umoja Community of California Community Colleges is a statewide educational program that focuses on the retention and academic success of African-American students. The Umoja Community believes that, "[W]hen the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success" (Umoja Mission Statement). College of Alameda Learning Communities use culturally-relevant pedagogy and literature, which includes the student's own life experiences as a body of literature; we respect the way in which each student identifies himself, herself or their self. We do not subscribe to the Banking Model of education where the student is an empty receptacle in which the instructor deposits knowledge into. We, instead, create communality amongst the students by showing them how their stories are cross-cultural—across the world, across the city, across the classroom, including with the person who is on the other side of the classroom: the instructor. We dispel the myth of independence and empower students with the fact that they are part of a community and we are more alike than not. **Empowerment:** College can be a very isolating experience for students and a difficult one considering the range of choices that will have life-long effects. Because we promote a communal

experience and camaraderie, students are empowered because they know that they are not alone; we foster empathy and push the idea that we each can be of service to others as a way of serving ourselves. Although students are empowered to be independent, this independence is in the form of leadership and being a role model, not so much in that they must be alone or that they should not ask for help. Trust is an important factor in our communities and we inspire this not by telling them to trust each other or even to trust the instructor, but by occupying the study space in the Learning Community Center. This is a space where students can study, eat, or simply hang out. It is also the location of instructor and counselor offices so we are accessible to our students. Moreover, occupying this space as instructors and counselors creates community amongst ourselves and that is how we model success. When they see us empowered, they can see our behavior as the standard in education and take that wherever they go. It is possible because we show them that it is possible. We do not just speak it, but we live it.

I. Enrollment –

Fall 2014-152 Students Registered

Spring 2015- 82 Students Registered

II. Student Success–

Spring 2015	# registered	# passed	# withdrawn	D/F	Subtotal	% passed
ENGL 269A	12	5	6	1	12	42%
ENGL 269B	8	3	2	3	8	38%
ENGL 201A	45	24	10	10	44	53%
ENGL 201B	17	13	2	2	17	76%
Total	82	45	20	16	81	55%
Fall 2014	# registered	# passed	# withdrawn	D/F	Subtotal	% passed
ENGL 269A	51	19	14	18	51	37%
ENGL 269B	18	11	3	4	18	61%
ENGL 201A	68	32	12	24	68	47%
ENGL 201B	15	4	4	7	15	27%
Total	152	66	33	53	152	43%

III. **Faculty** –Courses and Faculty were cut in Fall 2014.

IV. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	The LC program incorporates a Service Learning class (LRNRE 86) and pair it with an English 201A course. Students must volunteer at a location that coincides with their academic goals. They must get a letter of recommendation as part of their final project. This experience introduces students to the work environment.
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	Our goal is to capture students at the foundational levels, engage them in student-driven, ethnic-based literature and topics, and provide support via counseling and college success courses. The majority of our students are first time college students, have a history of poor academic performance, have a disability, and/or are returning students. The funding of education at the K-12 level has been diminishing at historical levels for the past ten years and this inadequacy has affected, if not damaged, our students. Our approach is to not replicate ineffective systems and expect different results. We meet them where they are and bring them up to the level required to succeed in college by using innovative approaches. Our philosophy is if one technique fails, use another teaching style. Moreover, we teach critical thinking skills and invite students to take an active part in creating the classroom environment. We do not subscribe to the Banking Model of education. The LC pedagogy has contributed to transfer-level course enrollment. Students who passed in English 201B are prepared to enter transfer-level courses. Introducing and highlighting non-canonical texts alongside canonical texts contributes to a globalization of education, thus creating the higher academic intelligence vital to certificate and degree completion.

V. Course SLOs and Assessment

	Fall 2014/Spring 2015
Number of active courses in your discipline	**Fall 2014:** • Two English 269AB • Three English 201AB Support Classes: • Two-Coun 224 • Two-Coun 230 • Three-LRNRE 86 **Spring 2015:** • One English 269AB • Three English 201AB Support Classes: • One-Coun 24 • One-Coun 30 • One LRNRE 86 **Fall 2015:** Same as Spring 2015
Number with SLOs	100%
% SLOs/Active Courses	3
Number of courses with SLOs that have been assessed	3
% Assessed/SLOs	100%

Describe types of assessment methods you are using
- End of the year assignments which respond in writing and another mode to assigned readings.
- End of the year work incorporating/responding to ideas of others
- End of the year work demonstrating cooperative participation

Describe results of your SLO assessment progress

Fall 2014: English 269AB=49% Success rate
English 201AB=39% Success rate

Spring 2015 English 269AB=40% Success rate
English 201AB=65% Success rate

Describe how assessment results and reflection on those results have led to improvements.

Goals not met. Our Learning Communities have been watered down to the point that it is difficult to establish

and maintain their sense of community. There is currently only one English 269AB feeding into three English 201AB's. Due to lack of funding, we have not been able to host any community building activities except for one Spring 2015 orientation. Additionally, we have had to rely only on adjunct faculty who continue to find full time employment elsewhere leading to a high turnover in faculty resulting in lack of consistency. The advantage of having adjunct instructors, is that we can choose faculty that know how to teach our students and if they are not effective, we cannot rehire them, this proved to be the case in 2014-2015. Only 2 long term faculty remain and we are currently in a transition period with the promise of some funding. We have two faculty who have not been trained in the Umoja best practices and will hopefully be able to attend the next training in June 2016.

Although we are written in to the Student Equity Plan and FYE, our classes have been cut and we have received minimal funding. We have had to reach out to colleges outside of our district in order to provide our students with opportunities that promote student success and retention. We had a budget until fall 2012 and were able to promote community activities. Our classes filled quickly and our success and retention rates were much higher (see attached). The LC's thrived based on administrative support, love and dedication to our students but after fall 2012, with no funding and little support, it became increasingly more difficult to maintain our success. Despite all of this, however, we have received two commendations from the Accreditation Committees.

Currently, our two counselor/coordinator/instructors are stretched very thin and the Program Coordinator is forced to maintain the program on three hours/week; none of this is sustainable. Duties include APU's, Equity reports, requests for PASS funding, budget, hiring, coordinating Reviews, Taskstream, maintaining statistics, registration, keeping LC faculty informed, supervising travel requests, etc. We have been unable to update our website although we have reached out to the Outreach department but with their other duties, they were unable to complete their tasks. We used to have an annual newsletter, scholarships, fundraisers, and End of the Year celebrations that promoted the concept of community. It is unfair to ask an LC faculty member to continue to volunteer for these and other tasks. It would be great to have a staff assistant to assist in the marketing and record keeping and it is absolutely mandatory that we have a dedicated coordinator at least 0.5 fte's.

Additionally, other programs on campus i.e. Brotherhood offer the same Counseling class at the same time which blocks the at risk students from participating in the Learning Communities and reduces our enrollment. Students from both Open Gate and Brotherhood were "accelerated" in to English 201A (12% success rate) putting them at even more risk and resulting in making them ineligible for the LC English 269A pairing.

This along with ongoing Passport limitations, fewer students on campus, no dedicated coordinator and no LC funding during the summer, have reduced enrollment in our classes. Our counselors have had to volunteer their time in the summer to address Passport issues and subsequent enrollment discrepancies.

Actions:
- We were able to send one faculty member and the LC coordinator to the Umoja Summer Learning Institute in June 2015. We were also able to piggyback with another college outside of Peralta to send an additional adjunct faculty member. This afforded us the opportunity to meet and brainstorm with other Umoja colleges in how to strengthen our program.
- The current coordinator of the LC's continues to work far beyond her three hours/week to sustain the program.
- In fall 2015, some of our students are participating in the "Black Minds Matter" rally in Sacramento. This will promote community and an understanding of the value of education.
- In fall 2015, we are sending 15 students to the Umoja Conference. We have been selected to present two workshops both involving and led by our students. In the past, we have experienced that our students have returned from these types of events more motivated and have become student leaders.
- We need our English 269AB courses reinstated in order to maintain the community. Currently a non-LC 269AB was added to the spring 2016 schedule giving the appearance that the LC's are not respected or valued.
- We need a dedicated coordinator and staff assistant in order to return the LCs to their original success rates. At our peak, faculty volunteered many hours to sustain our success and retention.

VI. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	N/A
Number with Program Learning Outcomes	3
Number assessed	3
% Assessed	100%

Describe assessment methods you are using
- Completion of assignments
- Journaling
- In-class presentations
- Involvement in campus activities
- Global and intercultural reading
- Peer reviews
- Literary character analysis
- Code switching writing exercises
- Group discussions/projects that analyze assigned readings from various perspectives.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

Fall 2014=54% Success Rate

Spring 2015=52% Success Rate.

Goals not met. Courses were changed to meet student needs.

VIII. Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: Learning Communities

Contact Person: Debbie Green

Date: 11/01/2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost Per semester	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources:	2 x 0.5 FTE English Instructors	1	$19,000+1244.00 $19,000+1244.00	Qualitative assessment V.	A.1-4

Faculty	1x 1.0 FTE English Instructor/LC Coordinator 11 month contract 3 x 0.5 FTE Counselors		$44,000+2,992 $14,000+3,380 $14,000+3,380 $14,000+3,380		
Faculty	3 counselors during summer 10 hours/week for 6 weeks	1	$3540 +121/counselor		
Human Resources: Classified	Administrative Assistant-1x 20 hours/week Instructional Assistants- 1 per class 20 hours/week	1	$3,500+478.00	Qualitative assessment V	A 1-4
Human Resources: Student Workers	1 x 10 hours/week	3	$2,205.00	Qualitative assessment V	A 1-4
Human Resources: Instructional Assistants	3 x 10 hours/week/semester	2	$3500 +$239	Qualitative assessment	A 1-4
Technology	*6 smart pens to be utilized in the classroom for note taking purposes. *Updated computers and software for faculty. *Replace student computers and software	3	Smart pens- $150/each Lenovo L530 x 1@$350 each 3@$500 each 10@$500 each	Qualitative assessment V	A 1-4
Equipment	Measure A funded copy machine *Document Camera	2	$3680.50 $500	Qualitative assessment V	A 1-4
Supplies	Paper, pens, markers, file folders, flip charts, ink cartridges, highlighters, post-its, erasers, lap top computer,light pointer.	2	$2000		A 1-4
Facilities	Maintain CV-124C LC space.	1	No cost	Qualitative assessment V	A 1-4
Professional Development	*Send 2 faculty to the Umoja Summer Learning Institute in June 2016	2	$3000	Qualitative assessment V	
Other (specify)	*Send faculty and students to Umoja Symposium in April 2016. *Hire guest speakers for joint workshops *food and supply budget for Orientations and other community building activities.	3	*$1500 *$1500 *$5000	Qualitative assessment V	A 1-4
Other (specify)	Send 10 – 15 students and faculty to the next Umoja Conference in Southern California in November 2016	1	$6000	Qualitative assessment	A 1-4

IX. Alignment of Goals Template

College: College of Alameda

Discipline, Department or Program: Learning Communities

Contact Person: Debbie Green

Date: 11/01/2015

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. LC-SLO: Students will have the tools to understand and critique texts and communicate their own ideas effectively in a variety of settings including business, academic and communal life	**linked to PLO: Promote cross-cultural and racial community building through programs and activities**	**Linked to College #1, #3 and #4 ILO**
2. LC-SLO: Students will improve their academic and personal growth by encouraging self-efficacy and empowerment through teaching culturally or themed specific curriculum	**linked to PLO: faculty will increase knowledge of instructional methodology and technology and media to promote student success**	**Linked to College #4 and #5 ILO**
3. LC:SLO Counselors and instructors assist students in navigating the college system as well as assist them in developing academic skills needed to succeed in the classroom	**linked to PLO: faculty will increase knowledge of instructional methodology and technology to promote student success.**	**Linked to College #4 and #5 ILO**

College of Alameda

MISSION
The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION
The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES
We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.
∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.