Comprehensive Instructional Program Review Criteria- 2018/2019

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. **If your work is not submitted by the December 1 deadline your program will not be eligible for possible funding based on criteria established by the budget committee**. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the campus researcher or the Dean of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback)** and samples of recent Program Reviews, are available on the college website http://www.evc.edu/discover-evc/institutional-effectiveness/program-review. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   - Access
   - Curriculum and programs
   - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
   - Increase visibility
   - Develop strategic partnerships
   - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
   - Communication
   - Employee development
   - Transparent Infrastructure

Department/Program Name: Umoja-AFFIRM

Year of Last Comprehensive Review: 2013-2014

Year of Last Mini Review, if applicable:

Preparers' Name(s): Claudia Barbosa/Sean Dickerson/Yolanda Hayes

Area Dean: Brad Carothers

Overview of the Department/Program

1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program's development.

AFFIRM (African American First Financial Investment Return Module) originated with five African American faculty members in the early 1980's in an attempt to address the widespread educational crisis, specifically pertaining to African American students and their low college success rates. After much discussion, they decided that an academic program, with a strong student support component, would be the kind of comprehensive educational vehicle needed to provide the services required for the African American student population at Evergreen Valley College. The program's philosophy is that the classroom experience must be rewarding to students and that they should be exposed to and/or involved in a variety of specialized learning strategies and supportive learning environments. The foundation of AFFIRM rests on the hypothesis that students' perceptions of themselves profoundly influence their performance in any academic situation. Thus, students with positive feelings about themselves, both personal and academic, are more likely to succeed, even though they may possess requisite skills. Therefore, the major focus of AFFIRM is to assist African American students in developing positive self-images as successful college students while providing them with the opportunity to acquire a solid foundation of basic skills in a supportive environment.

In the Spring 2018 semester, AFFIRM applied and was accepted into the statewide initiative known as Umoja Community. The vision of Umoja is to transform, enrich, and advance the lives of students by infusing culturally relevant pedagogy and practices. The aim of AFFIRM is to incorporate not only best practices in serving African American and other students, but also to maximize developmental resources for staff, faculty, and students by participating in the conferences and workgroups initiated by Umoja to close equity gaps within the higher education space. This merge created the combination of the names to now be called Umoja-AFFIRM.

Umoja is a Kiswahili word that means unity. Umoja is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja is based on the Kwanza principals and practice to build and educate with these practices as a guide. Early in the development of the Umoja Community, a group of faculty created a collection of pedagogical, communication, and cultural practices that represent a shared wisdom in language that resonated with the African American community. The Umoja Practices© weave together into a multi-colored fabric of community and connection. That fabric stretches to include students' and educators' lives at college campuses and beyond and are the foundation for all the Umoja Community affiliated colleges. These practices are the foundation of the Affiliated College programs on California Community Colleges. The Umoja Practices© are:

Everyone's Business	Ethic of Love	Mattering	Manifesting
The Porch	Mentoring	Tapping AA, Intellectual, Spiritual & Artistic voice	Community Building Communal Intelligence
Raising International & Deliberate	Umoja Counseling: Affirming, Integrated	Awareness of Connectedness to African Diaspora	Encircling Diversity
Live Learning	Umoja as a Power Base	Gifting	Language as Power

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

Goal	Update
To successfully matriculate and retain African American students.	The Umoja-AFFIRM Program in Spring 2019, the had retained 80 students and has recruited 106 as of Fall 2019. Each new student who enrolled into the program is fully matriculated into EVC. Students must be an active student at EVC, complete an orientation with the Umoja-AFFIRM counselor. Each student must also meet one on one with the Umoja-AFFIRM counselor to complete a compressive educational plan. Returning Umoja-AFFIRM students must attend a welcome back orientation and meet with the Umoja-AFFIRM counselor to review their Educational Plan.
To enable African American students to successfully complete the Umoja-AFFIRM English, Math, Chemistry, Political Science, and Guidance courses.	The Umoja-AFFIRM program has had full enrollment in all classes, Umoja-AFFIRM students have successfully completed all course work.
To increase the number of African American students who graduate with an Associate of Arts or Associate of Sciences degree	The Umoja-AFFIM program graduated 9 students in Spring 2019. (6 Degrees and 3 Certificates)
To increase the number of African American students who transfer to four-year universities	The Umoja-AFFIRM program has successfully been able to track 5 students that have transferred to the four-year university. (1 of these students transferred successfully to an HBCU)
Hire a full-time Umoja-AFFIRM Program Specialist	The Umoja-AFFIRM Program Specialist was hired in April 2019. Not only was the program fortunate enough to hire a highly qualified candidate, but also was able to hire an individual who was first contracted in this position prior. The primary duties of the Umoja-AFFIM Program Specialist are to: 1. Assist in the coordination and implementation of program activities.

	2. Conduct community outreach, including public presentations and expanding and maintaining a community network, both on and off campus; presentations to be to both student groups and community members. 3. Produce and disseminate communication materials. 4. Plan and organize orientations and events. 5. Attend a variety of program-related functions on and off campus. 6. Coordinate general front office activities including referring students to appropriate locations, answering the phones, assisting in preparing reports and program correspondence. 7. Collect and assemble statistical data regarding program activities and achievements. 8. Maintain program accounts and perform regular bookkeeping activities. 9. Provide general administrative support to the program. 10. Learn and follow program policies and procedures. 11. Perform other related duties as assigned.
Apply for Umoja State RFA Grant for program funding and program expansion.	The Umoja-AFFIRM program was awarded $36,000 in the Umoja State RFA funding for 2019-2020. This funding was used for program marketing, field trips, textbooks, office supplies and workshops for the program.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

The recent increase in enrollment to the program is one of the most recent accomplishments the Umoja-AFFIRM program has achieved. The program currently has 184 students actively enrolled in the program. Another great accomplishment from the Umoja-AFFIRM program has been the study abroad and HBCU tours.

The Umoja-AFFIRM program has created opportunities for students to experience study abroad trips (Belize 2014, Cuba 2015, Ghana 2016), go on college tours both within the state of California and outside of the state (Historically Black Colleges & Universities tour Fall 2016). The program hosted the HBCU Caravan which brought 800 African American students to the Evergreen College campus and gave them and opportunity to meet and get college admission to the HBCU's. There has been a decline of our students on Early alert, the office space has transformed and now is a quite space for students to gather and study. The program has had an increase of African America male involvement and students attending conferences. The program participated in the hiring committee of a Tenured Track English Instructor as well as a Full-Time Program Specialist.

These experiences helped create a culture of going above and beyond the generally accepted expectations for African American students in higher education. In meeting the mission of the college, these experiences have led to students understanding their responsibility as not only citizens of their immediate communities and environments, but also global citizens contributing to the needs of the world by starting locally and growing globally.

The Umoja-AFFIRM program has a high recruitment and enrollment throughout the Umoja State programs across California. The Program Coordinator has been asked to share out during the Umoja Winter retreat on what the techniques used and how the Community College that the program is housed has supported the program.

The Goal of Umoja-AFFIRM would be to the equity gap of our African American students that complete a certificate program or transfer by 3%. If we can transfer 3-5 African American students every spring semester, we would have made a difference for our students and our program.

4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal).

   To my knowledge the program has not received any additional resources.

5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

Program Goals:
1. Increased space allocation to accommodate our growing number of students served through the office (additional space for computer lab, 25-30 computers; dedicated space for tutoring; dedicated space for group/individual study). Currently hold 5-8 students in current space.
2. (1) Full-Time Tenured Track counselor, (1) Full-Time Counselor/Coordinator
3. (1) Data Analysist
4. Increase in full time faculty teaching courses in all GE Areas as well as CTE programs (History, Ethnic Studies, Biology, Communications, Phycology, Sociology, Auto, Nursing).
5. Creation of a summer bridge program for newly enrolled students in the subjects of math and English. Creating a pathway to the HBCU for our students.
6. Consistent support for an annual study abroad course based around English or African American History
7. Consistent support for annual Historically Black Colleges & Universities Tour (visiting some of the campuses in person)
8. Increase in student involvement/volunteer opportunities, increase in student ambassadors.
9. Creation of internship and mentorship opportunities (community engagement) for students
10. Stronger partnership with Service Learning to get students involved within the community

11. Umoja-AFFIRM student development retreats/conferences (personal/professional/leadership development workshops; student-led and outside professional facilitators).

How program goals support mission and student success:

These goals aim to support the college mission by focusing on both the academic success of the students as well as their roles as global citizens. Academically, goals one through four above speak to the support systems and curriculum of the Umoja-AFFIRM program. Increasing students will increase the general workload of current personnel as well as the available space from which the work can be completed. Therefore, addressing these goals supports the parity of the office in providing students with the time and attention they need to not only feel like members of the program, but members of a general community; a foundation of the Umoja-AFFIRM principles. Goals five through nine address the college mission of creating globally prepared citizens. Through student interactions, we understand many of our students have had little to no opportunities to explore environments outside of their own home radius. While this can be a challenge for individuals to overcome on their own, by using collective resources of EVC and community support, opportunities can be created, as they have been in the past, to open doors for students to gain new and life enriching experiences. These experiences can range from visiting colleges outside the Silicon Valley area that is dissimilar to their current surroundings; Santa Clara County boasts a population percentage of just under 3% for African Americans in the area. Having the opportunity to see African Americans in a variety of settings creates images that can be beneficial to students considering differing possibilities for their academic and career options.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is **64%**, and the aspirational goal for student success is **71%**

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'17 average	76.56%	71.23%	N/A	78%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the 5 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

a)	Is your program success rate higher or lower than the campus?	Higher
b)	If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?	

To achieve a higher success rate than the campus average, Umoja-AFFIRM has continued to offer a comprehensive support system inclusive of tutoring, counseling, and community building to create a safe space for students to succeed.

c) Is the current program success rate higher than the program set standard?

There was no standard set as a baseline for the previous program review completion year (2013-2014). In this case, we have set the standard at a percentage point above the established average of the calculated program success rate.

d) How close is the program to meeting the program success goal?

The program could meet all goals if it is staff with a consistent team and given an opportunity to develop into a strong program that is supported by students and the college.

e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.

There was no standard set as a baseline for the previous program review completion year (2013-2014). In this case, we have set the standard at a percentage point above the established average of the calculated program success rate; from 77% (rounded up) to 78%. This is also a reflection of new requirements aligned with the transition of AFFIRM to Umoja-AFFIRM. This new partnership will require the inclusion of new processes and responsibilities of current personnel over the first full year of implementation.

2. Success Rate ("C" or better)-average F14- Fall 17

Success Rates: **Measures by IPEDs Race/Ethnicity**	Program (average total enrolled students/Success Rate)	EVC	
American Indian	1.67/100	131	77.9%
Asian	2/83.33	9,166	77.1%
Black or African American	10.14/73.61	532	61.3%
Hawaiian/Pacific Islander		98	66.9%
Hispanic	7.86/81	8,737	63.7%
Two or More Races	1.6/50	615	68.4%
Unknown	1.33/83.33	2,138	71.6%
White	1.33/50	1,385	73.3%
Success Rates: **Measures by Gender**	Program (average total enrolled students/Success Rate)	EVC	
Female	13.57/82.95	12,211	72.5%
Male	9.43/71.18	10,518	68.4%
No Value Entered	0	73	71.8%
Success Rates: **Measures by Age**	Program (total enrolled students/Success Rate)	EVC	
17 & Below	1/100	562	81.1%

18-24	19.86/74.39	15,132	67.7%
25-39	4.67/91.67	4,735	74.0%
40 & Over	1.17/80	2,346	79.6%
Unknown	0	27	66.5%

> a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.

For each disaggregated measure of success, program students have outperformed EVC students across each category (excluding Two or More Races) when considering percentage. This may suggest that those students who engage with the program have a higher percentage rate of achieving a "C" or better in their coursework in comparison to those students generally attending EVC. While equity gaps are not pronounced within data between EVC students and program students, there exists gaps within group among program students.

Considering the gender measure, EVC male students perform at a level 4 percentage points below that of female students in achieving a "C" or better. However, male students in the Umoja-AFFIRM program are 10 percentage points below the average of female students within the program. A response to addressing this gap is the re-establishment of a male success rites-of-passage program. Research focused on community college African American male students suggests that the existence of space for this group of students to work and develop together creates a positive environment that leads toward better retention and matriculation rates. A model that has been researched by Umoja-AFFIRM personnel is the African American Male Education Network & Development (www.A2MEND.org). Hiring an African American Male as The Umoja-AFFIRM Program Specialist in hope that he will be able to connect with our African American male students and keep them engaged with the program, he will also be responsible for assisting in creating the A2MEND chapter within the college.

The proposed timeline for implementing A2MEND or a similar initiative focused on African American male program students is as follows:
- Start of Spring 2019 semester: recruit male students; identify leadership team for club formation
- End of January: form student club through ASG process (clubs must register every semester to maintain status)
- February: have regular meetings/study group sessions to support academic interest; participate in Black History Month events
- March through May: continue meetings and study group; attend A2MEND development conference in March
- May: hold a rites-of-passage ceremony; assess the progress of students in the program through a student-response survey; collect outcome data driven by metrics addressing improvement, retention, and matriculation
- Our African American male need consistency and continues encouragement to hold them accountable.

b.	With respect to disaggregated success rates (ethnicity/race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal. (For data please refer to Program Set Standards in question #1 on page 3) • Weekly study group sessions for English and Math courses • Reserve computer lab to hold workshops to ensure students register for upcoming semester
c.	If your program offers course sections fully online, please contact the EVC Dean of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses. N/A

3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
You will need to select drop down menus as shown below and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type:	Number of Awards (Examine 2014-15, 2015-16, and 2016-17 data)
AA	
AS	
AS-T	
AA-T	
Certificate 12-18 units	
Certificate less than 12 (for data on these certificates please see your division administrator)	
Discussion: Data for all degree types (AA, AS, AS-T, AA-T) are reported together for the AFFIRM program representing a count of 11 for all categories listed. For Certificate, the count is 2.	

4. Student Enrollment Types (average F14-F17)

Day or Evening Student	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)	
Day	24.29	72.93	4390	49.4%
Day & Evening	8.71	25.76	3178	35.8%
Evening	1.5	4.58	1089	12.3%
Unknown			221	2.5%

Academic Load	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount) *	
Full Time (12 or more units)	19.14	56.74	**2993**	33.5%
Half Time (6 to 11 units)	12.57	37.58	3757	42.0%
Less than half time (0 to 5 units)	2.2	7.56	2153	24.1%

*Note: Not reported here are overload/withdrawn to equal 100%

a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review? **This data was not included in the last program review to draw previous comparison in changes over time. Therefore, the current data serves as baseline information to support future recommendations.**

Discuss how do your program enrollments (Pct of total) compare to EVC? **The data suggests that many of our program students are taking a full-time academic load at EVC in comparison to the general population of EVC students. Even further, very few students within the AFFIRM program are taking less than a part-time academic load.**

Based on the data, would you recommend any changes? **As a percentage, our program has a strong showing in the number of units students are taking each semester at the full-time and part-time levels. Given the small sample of students being served in the program as compared to EVC, a recommendation is to increase**

program enrollment numbers and continue to track data over time to determine if the trend holds true. Building the program to follow a cohort model and make that the focus population.

5. **Student Demographics- Headcount** (average F14-F17)

Program Total Headcount			Headcount & Pct of Total	
Gender	**Headcount**	**Pct of Total**	**EVC**	
Female	21.14	62.43	4790	54.0%
Male	12.29	37.57	4054	45.7%
No Value Entered			33	0.4%
Age	**Headcount**	**Pct of Total**	**EVC**	
17 & Below	1.67	5.06	498	5.6%
18-24	27.42	82.16	5341	60.1%
25-39	3.17	8.46	2072	23.3%
40 & Over	1.83	6.24	961	10.8%
Unknown		3.15	11	0.1%
Race/Ethnicity (IPEDS Classification)	**Headcount**	**Pct of Total**	**EVC**	
American Indian	1.25	3.25	51	0.6%
Asian	3	10.47	3475	39.1%
Black or African American	13.14	37.54	224	2.5%
Hawaiian/Pacific Islander			38	0.4%
Hispanic	12.29	37.54	3463	39.0%
Two or More Races	2	5.15	239	2.7%
Unknown	2.57	8.76	806	9.1%
White	1.67	3.86	583	6.6%

a. Based on the **program total headcount** and Pct change year to year, discuss if your program growing or declining? Over the course of the 2014-2017 academic semesters, enrollment for AFFIRM increased each semester. The one caveat is a 5% decrease in the number of students between the Spring 2017 and Fall 2017 semesters.

If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them? Staffing of the program office is the most relevant factor contributing to the growth and some of the decline in program participation. Specifically, staffing impacts recruitment and retention efforts necessary to support a program with students coming in and out of semesters based on financial and academic barriers.

b. Discuss any gaps have you identified in your program? The primary gap observed is between the number of males and females enrolled within the Umoja-AFFIRM program when compared to EVC.

Discuss how is your program enrollment similar or different from the campus? The Umoja-AFFIRM program is different across most stated categories in the above chart with direct purpose. Focusing on African American students, 2.5% of the general student body, the program averages 38% of African American students enrolled. The similarity in enrollment can be seen

with the number of Hispanic students served by the Umoja-AFFIRM program, 38%, when compared to EVC, 39%.

Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up? The Umoja-AFFIRM program services approximately 82% of 18-24-year-old students compared to an overall of 60% of EVC students.

c. Discuss what interventions can the program implement to address any gaps in enrollment? The percentage of African Americans in the San Jose area is so low that the program must be open to accepting all and any students interested in learning about the African American culture. The core group of students are the African American students to make sure we close the equity gap. As this is an academic program and services are here to serve students so with a less than 3% population of African American students, we have opened the program to all students in need of an Academic program to be successful here at EVC. Umoja-AFFIRM believe is that all human are African as humanity is African and we bring services to all in need.

The program could hold orientation sessions for all African American students at the beginning of each semester to introduce/re-introduce the programmatic services of the Umoja-AFFIRM office. This would also help create a sense of community for students making the transition from high school or transfer status. Another intervention could be the development of a summer bridge component aimed at High School students transitioning to College. The summer bridge would be driven by the HBCU Pathway and focus on AB 705 entitative for our students to complete the basic English and Math of the CCC. It would follow a cohort style of learning to build community and connect the students with the program. Although the Umoja-AFFIRM program is designed and targets the African American students, the program is designed to also educate all in the African American culture. This will help create a open campus and give a culturally awareness to others.

6. Institutional Effectiveness (5-year average, see Summary Tab)

	Program	EVC
Capacity	4.96%	77.6%
Productivity (goal 16)	1.0	15.65

Is your capacity rate higher or lower than the campus?	Lower
Is your productivity goal higher or lower than the campus?	Lower

If the program capacity and/or productivity is lower than the campus, please provide rationale:
Capacity for the courses of AFFIRM can be attributed to two factors: (1) low enrollment of African American students at the campus and (2) low enrollment of African American students within the Umoja-AFFIRM program. Working in tandem with the overall low number of enrolled African American students, the courses offered may not fit student need from semester to semester when examining requirements for student end goal (transfer and degree seeking status). A big aspect to consider is how recruitment is done for African American students. Although African American are a low percentage in

the Silicon Valley area, students in our feeder High Schools should be recruited as scholars and invited to this elite program. High School students in our feeder schools are not being recruited nor do they see them self at the EVC campus. A big part of this is the visibility of the Umoja-AFFIRM program not being strong. With the Umoja RFA grant we have now had the opportunity to increase marketing for the program and this has brough current enrollment number up due to students now being able to find our office. The hope of the program is to have the Program Coordinator visit each of the feeder High Schools and meet with the students there to give them the first hand connection to the campus through Umoja-AFFIRM. African American students need to see individuals that look like then for them to believe that they have a community within the EVC campus. There is a disconnect that happens because our students can't connect with the recruitment team that comes out to their site.

PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision.

No curriculum changes have been made to the Umoja-AFFIRM program over the course of the 2014-2017 academic semesters. However, curriculum changes are anticipated for the upcoming academic semesters as new requirements under AB 705 go into effect. Inclusive of the anticipated changes are the elimination of the most remedial English and Math classes and additional supports for impacted students going into the higher-level English and Math courses. The AB 705 has also caused our lower math 13 and English 104 to have low enrollment and Math 63 and English 1A will now be offered along with embedded tutoring for Spring 2020.

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real-life experiences for students.
   For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).
   Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

As AB705 has go into affect we now see the impact it has made on our lower division course work such as English 104 and Math 13. We have the support of the Language Art department as well as Math and Science. The department support has allowed our instructors to move forward with teaching the required English and math classes to meet the needs of AB705. The following classes are what was offered up till Fall 2019.

AFFIRM English 330 (Improvement of Writing) is a basic skills course, designed to assist the developing writer with the rudimentary fundamentals of composition: sentence structure, paragraph development, and lastly, essay composition. The Umoja- AFFIRM course meets the needs of the beginning college writer in several ways. Placing emphasis on the writing process as the central most important element of composition, demonstrates for the beginning writer that writing is indeed a process, and requires a willingness to invest in the process as a means to achieve college-level composition, which is necessary for a positive outcome. To utilize this process, students must read, comprehend, and then respond to essays and other forms of writing. (This course will be affected by AB 705, could be canceled)

English 104 is a remedial English course one level below college entry-level English (English 1A). The major purpose of 104 is to develop college-level writing, reading and critical thinking skills that will allow students to organize and to express their ideas in a logical and articulate manner. The coursework is designed to help them compose written analysis of college-level fiction and non-fiction prose. "English 104 continues the development of students' literacy at the college level, with the use of oral language to support and reinforce the development of reading and writing. Emphasizing the connection between reading and writing, the course will include naturally sequenced, culturally relevant reading selections and writing assignments that allow students to examine their own experience and knowledge of topics and issues presented in the course. Recognizing the connection between oral and written language, English 104 will include peer discussion of reading assignments and essay drafts. Issues of the structure of English, at both the sentence and text (paragraph and essay) levels will be examined. Overall, English 104 will help students develop their communicative competence in an academic setting by actively engaging them in speaking, listening, reading, and writing activities... [By the end of the course], students will have written around 8- 12 short essays, as well as rewrites, totaling at least 8,000 words in addition to the departmental final and class midterm essays. Compositions in English 104 must be expository or argumentative in nature rather than creative" (EVC, English 104 Course Outline. This course will be affected by AB 705, could be canceled).

English 1A is a college-level English course with credits transferable to CSU and UC universities and 4-year universities and colleges nationally. The major purpose of this course is to develop reading, writing and thinking skills that will allow students to think and to express their ideas in a logical manner. The course-work is designed to help students understand and analyze college-level expository prose. Students will read and indicate comprehension of work that utilizes figurative language, extended metaphor and symbolism, rhetoric and argumentation, thesis statements, topical discussion, evidence, research, etc. These goals will be achieved through the reading and viewing of literary and non-literary materials, the writing of multiple essays, including a research essay and an essay on a novel, homework and classwork assignments. (This course will be affected by AB 705, impacted and our students might not be prepared for this level of English, our program will need to be prepared to support the need)

Counseling 015 is a course designed to develop students' personal effectiveness in school and in life. Students will explore and clarify their belief systems, values, and attitudes; identify personal strengths and weaknesses; examine and identify psychological and societal barriers; and overcome obstacles to success through mental strategies and techniques such as time and stress management, study techniques and goal setting. (Previously offered during Fall semesters and could be used to satisfy orientation requirements)

Math 111 (Elementary Algebra), students cover topics including operations on real numbers and algebraic expressions, solving linear equations and inequalities, algebraic methods for solving application problems, graphing linear equations and inequalities, solving systems of linear equations, laws of exponents and operations on polynomials, factoring polynomials and solving quadratic equations by factoring, and operations on rational expressions and solving rational equations. (This course will be affected by AB 705, could be canceled)

Math 13 (Intermediate Algebra) continues the Algebra sequence and is a prerequisite to college level math courses. It is required of students planning to transfer to CSU or UC systems. Intermediate Algebra reviews the first course in algebra and explores more deeply the real number system, properties of algebraic systems, absolute value in equations and inequalities, complex numbers, properties of rational exponents and logarithms, roots and radicals,

functions, and inverse functions. Content may include determinants, Cramer's rule, matrices, simultaneous solutions of sets of equations, sequences and series, or conic sections. (This course will be affected by AB 705, could be canceled) We would use this class as a one week refresh sure in our summer bridge to move into Math 63-Elementary Statistics)

Chemistry 15 covers the fundamentals of modern inorganic chemistry with emphasis on atomic structure, chemical bonding, chemical formulas, nomenclature, equations, stoichiometry, gas laws, solutions, and related topics. Chemistry 15 is intended primarily as a preparation for the Chemistry 001A and 001B sequence. By studying Chemistry, Umoja-AFFIRM students learn to solve problems (critical thinking) and develop effective study habits that will help them in their future educational and professional endeavors. Students will also gain a deep appreciation for the contributions African Americans have made in the field of science.

Political Science 001 covers the role and importance of the ideal of democracy and the evolution of the American political system. America's political institutions (executive, legislative and judicial) and political processes (voting, lobbying, attitudes) are examined against the backdrop of America's cultural diversity and political history. This course is a study of national, state and local government and politics with emphasis on the United States Constitution and the national government. The Umoja-AFFIRM Political Science course is designed to help African American students understand our National, State, and Local Government while also learning about the contributions African Americans have made to our rich political culture.

3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).
   Also related to guided pathways, please describe conversations held in the classroom related to a student's future success in college (attaining a degree) or success in the workplace (attaining employment related to their education/program of study).

   N/A

4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

Innovative strategies used by the Umoja-Affirm program have included:
- The program has the ability to provide GE courses with instructors that follow the program principal and give each student the additional accountability.
- The more we grow our GE courses, students have the upper hand in getting into classes needed towards graduation or transfer.
- One-on-one peer tutoring
- Workshops (Speaker series of professional/career/major development), this allowed students to hear and talk to professionals in their perspective careers. It also allowed students to become more engaged in their major/career paths (also a networking opportunity)

- Having our students meet at least 3 times in a semester with the Umoja-AFFIRM counselor holds the student responsible to update program on progress. The accountability to hold up to the standers of the program is done with progress reports and engagement of the program and instructor.

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

No degrees or certificates are offered by Umoja-AFFIRM. Courses are part of a general cohort model but not specific to pathways toward recognized degrees or certificates. The Umoja-AFFIRM program plans on building relationships with faculty to have more GE classes available to add to program. Another new development is in partnership with CCC and the HBCU's agreement, Umoja-AFFIRM will develop a guaranteed pathway program to the HBCU's.

Something to consider is assessing the value of Chemistry 015 course specific to Umoja-AFFIRM students given the low enrollment history over 2014-2017 semesters. An alternative could be identifying a science course that meets the general education requirements for physical or life science, which also includes the lab component.

The Umoja-AFFIRM program has begun to develop a curriculum for a study abroad course as a possible hybrid English course. We are working with the Language Arts Department to kick off Summer 2021.

6. Describe how your program is articulated with High School Districts, and/or other four-year institutions. (Include articulation agreements, CID, ADTs…)

N/A

7. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

PART C: Student Learning Outcomes and Assessment

1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29). Please also indicate how the course SLOs have been mapped to the PLOs.
   If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

   N/A

2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting

minutes…). **Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

AFFIRM Student Learning Outcomes (2013-2014)

- SLO #1: Have a greater awareness of the contributions made by the African American community and a competent understanding of the challenges that this community still faces within society.
- SLO #2: Have a clear understanding of the transfer matriculation process which will help a greater number of African American students graduate and/or transfer to a four-year institution.
- SLO #3: Improve overall retention and achievement of all African American students enrolled in AFFIRM's courses, especially in math and science courses.
- SLO #4: Cultivate greater self-confidence and cultural pride while developing and improving critical thinking, reading, and writing skills needed for college and future career success.

In the future the Umoja-AFFIRM program would like to review and restructure the SLO's. There are many measurable SLO's that the program should be highlighting. Some of these are more focused around the Umoja Community Principals. Such as community service and retention of African American males in higher education.

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

Each aforementioned SLO continues to be reassessed by current staff and faculty to maximize output. For example, in regard to SLO #1, the Umoja-AFFIRM space was updated with visual cues of African American heroes and heroines as a consistent reminder of the accomplishments of African American's and those of the African Diaspora. Some of the items included information about President Obama, Frederick Douglas, Booker T. Washington, Rosa Parks, and others. Additionally, a sign was prominently displayed at the entrance of the space stating, "Black History Month". This was a reminder that Black History is something that occurs daily and not relegated to a specific time period. These visual cues within the space sparked discussions and conversations about the meaning behind the signs as well as the meaning associated with current social injustices still experienced by those in and outside of the African Diaspora.

Similarly, the visual cues have been part of the process to retain and grow the number of active members within Umoja-AFFIRM, subsequently partially addressing SLOs #3 and #4. As a support program, a benefit Umoja-AFFIRM can offer is building on some of the soft-skills associated with the retention and matriculation aspects of students (self-confidence, critical thinking, personal development, etc.). Through ongoing support from staff/faculty and connection of soft skills related workshops, greater improvements can be realized for this population of students.

Counselors have worked to expand student matriculation goals and patterns for a more expansive view and perspective on what is possible. Most students that consider transferring to other institutions stick with a local perspective of colleges and universities in the immediate radius of San Jose. While these options are still viable opportunities for students to continue their education, current counselors have worked with students to explore what else is available and how those options can be affordable through financial sources such as scholarships and other forms of aid. The aim of the counselors remains to be one of a supportive nature while challenging students to think more broadly about their choices and options for meeting their career/work goals.

One of our student success stories is our most recent transfer student that transferred to an HBCU. This student had an opportunity to attend the HBCU tour and during the tour she saw her opportunity and connected on a campus that she no longer felt alone or isolated. She immediately changed her educational plan and with the assistance of the Umoja-AFFIRM counselor and instructors. She was able to push through, stay focused on the goal and successfully transfer to the HBCU of her choice.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

Faculty (as of the writing of this program review):

- Yolanda Hayes – Adjunct Counselor (paid for through Counseling- Umoja-AFFIRM budget): Ms. Yolanda Hayes supports students through the processes of college enrollment for new and returning students, class selection as it relates to completion of their academic requirements, development and revisions of educational plans, and fulfilling requirements related to their transfer and matriculation goals.
- Claudia Barbosa – Program Coordinator (part time paid for through SSHAPE-Umoja-AFFIRM budget):Mrs. Claudia Barbosa works to implement the goals of the program by building capacity and utilization. Included in this position is the connection of resources (internal to the college and external) that supports student retention and matriculation. This position is also key to developing and maintaining relationships with key partners at the local (i.e., high schools, community organizations, businesses) and state (i.e., Umoja Community) levels.
- Sylvia Anderson – Mathematics Instructor (non Umoja-AFFIRM budget): Ms. Sylvia Anderson is a recently hired (currently in the first year) instructor teaching courses taken at the remedial and transfer levels for all students, inclusive of Umoja-AFFIRM students. With the upcoming changes due to AB 705, more information is needed on how the changes will impact students moving beyond remedial level courses. The partnership with Umoja-AFFIRM and the Mathematics area will likely require a coordinated academic support plan beyond the one tutor offered through the current staffing model. Silvia will be requested for the summer bridge program.
- Elizabeth Eckford – English Instructor Full-Time Tenured Track (non Umoja-AFFIRM budget): Ms. Elizabeth Eckford is a recently hired instructor teaching courses taken at the remedial and transfer levels for all students, inclusive to Umoja-AFFIRM students. The partnership with Umoja-AFFIRM and the Mathematics area will likely require a coordinated academic support plan beyond the one tutor offered through the current staffing model. Elizabeth will be requested for the summer bridge program.

Staff:

- Sean Dickerson – Program Specialist (Full Time paid through SSHAPE-Umoja-AFFIRM budget): Mr. Sean Dickerson maintains the operations of the office inclusive of tracking program enrollment/recruitment, serving as a point person for the front office tasks (answering phones, interacting with students/staff/faculty, overall support functions), and back office tasks (tracking use of program services, capturing outcome metrics associated with retention and matriculation goals).

Ancillary Support:

- Tutors (non Umoja-AFFIRM budget): Maintaining tutors specializing in the areas of math, science, and English is a key supportive component to building academic community within the program. The average number of available tutors supporting program participants has been two. With the implementation of AB 705 in the fall, this number may need to increase based on availability of qualified tutors.

2. List major professional development activities completed by faculty and staff over the last two years. In particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

Activity	Faculty/Staff	Source
AB 705 meetings	Faculty Adjunct Counselor	Institution goal of making sure each student completes the English and math college level during the first year. Umoja-AFFIRM has begun to design the class and program structure to be prepared to assist our students in completing this. (SLO assessment & Guided Pathways)
Conference attendance (Umoja & A2MEND)	Faculty and Staff	The Umoja Conference focused around leadership and community. The A2MEND focused around impowering the African American males. (Innovative Teaching)
Division/Department Meetings (Student Success)	Faculty	The Umoja-AFFIRM adjunct counselor take part in this monthly to keep accurate practice with counseling department. (Student Success)
Professional Development Day (PDD)	Faculty and Staff	The Umoja-AFFIRM program held a workshop during PDD to allow the faculty and staff to get to know more about the program, staff, and how they can get involved with the program.
HBCU Tour	Faculty	The institution funded the most recent HBCU Tour of 8 students and 2 staff. All 8 students received acceptance letters to one HBCU. This opportunity gave faculty a chance to connect with someone directly from the HBCU to assist with the tracking of student transfers. (Equity)
HBCU Caravan	Faculty and Staff	Collaborative effort of the institution which resulted in 400 High School and College students attending this event. The outcome of the Caravan as listed below: (Euity) <table><tr><td>**# of HS student contacts**</td><td>279</td></tr></table>

		# of CCC student contacts	164
		# of HS applications	83
		# of CCC applications	47
		# of HS acceptances	33
		# of CCC acceptances	7
		# of scholarships offered to HS students	3
		# of scholarships offered to CCC students	3

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.

Supplies $2,000

2. Identify an external (fund 17) funding the department/program receives and describe its primary use.

RFA Grant Funding $36,000

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and access program adequacy. List any changes to technology of equipment since the last program review. If changes were made please indicate how the change impacted student success.

The current office space includes a three (3) computer lab and printer access for program participants to do a variety of school-related work. This computer lab has been in place since the last program review. The computer lab receives consistent daily use from students over the course of the semester. Similarly, the desktop printer is enough for the current size of the computer lab. Future expansion of this space would require updates and an increase to the

number of computers needed when comparing to the growth of the program through recruitment and retention efforts.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

The Umoja-AFFIRM program has a good foundation of resources to support the work of inspiring and matriculating program participants (access to a dedicated office space, dedicated counselor-coordinator, and a program support specialist role). A challenge for program personnel is having access to fiscal resources that can be used for supporting program activity related to college/career exploration trips (transportation to and from various locations within and outside the state, cost of registration and housing fees associated with relevant conferences, printing budget for promotional items). To help meet the challenge of growing the programs reach, budget allocations for these support items should be strongly considered. As stated in the overall data in Part A Section 5, the total enrollment number of African American students is 224 over the 2014-2017 years with the program serving 13 students total from this specific population during the time period. Increasing the reach and access of the program subsequently increases the need of the program to expand activities that support the goals of the program and students.

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests:	Ongoing Budget Needs:	Request linked to: As point of contact for each program student, counselors can ensure cohort related classes are being filled to address the retention numbers associated with core and transferrable courses in math, English, and science.
Two (2) Full-time equivalent counselors.	One-time Expenditure: *Grant Writer for HBCU Tour and Summer Bridge Program*	
Increasing the number of counselors is directly related to the amount of students the program can adequately grow to serve while maintaining the supportive services associated the program. Under the current counselor staffing model, one counselor services the needs of all enrolled program students. This model limits the time		SLO/PLO #: SLOs #2 and #3 Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:

available for counselors to meet with each student twice per semester (student requirement to maintain active program status).		
Facilities: Additional space is needed to enhance the community support initiatives associated with the philosophical meaning of the Umoja-AFFIRM program. Currently, there is limited space to maintain the general office/program operations while providing community space for academic activities more conducive to quiet time (group/individual study and tutoring). Identifying a separate space for academic activities would also require staff presence which is easier to manage with the inclusion of an additional staff person.	Ongoing Budget Needs: One-time Expenditure: Office furniture for 2 offices Front office furniture for lobby area	Request linked to: SLO/PLO #: SLO #3 & #4 Strategic Initiatives (student centered, organizational transformation, community engagement): This request supports community engagement and community building. Improving Student success rates: Achievement of program set standard for student success:
Technology: If we are granted a space that can accommodate our growing program, we would need a lager computer area and an area to hold workshops. Additional computers and printers are needed to meet the need of the students coming in for use. Once this purchase is made the institution would	Ongoing Budget Needs: One-time Expenditure: *10 additional student computers* *1 additional printer for student use* *10 laptops for students to check out* *5 iPad for recruiting* 1 projector for presentations	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:

just do regular updates and services as needed. IPads are useful for when program is recruiting on campus to use for collecting data and tracking.		
Equipment/Supplies	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: