Program: Black Studies (or Legacy Program)  Coordinator: Joseph Melodia/Renee Ssensalo

Names of those participating in the report: Joseph Melodia, Renee Ssensalo, and Eldon Young

Date: December 4th, 2007

Program Mission:
The Black Studies Learning Community (now called the Legacy Program) is designed to expose students to an understanding of African-American culture by offering classes that draw from the Black Experience, while promoting academic success and student transfer to higher institutes of learning.

Core Measures:
Provide applicable information regarding trends in: unduplicated students, enrollments, FTES, course success rates, and transfer information.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Fall 2006&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated students by CRN</td>
<td>110</td>
<td>124</td>
<td>59</td>
<td>71</td>
<td>N/A</td>
</tr>
<tr>
<td>Unduplicated Black Studies students</td>
<td>12</td>
<td>14</td>
<td>9</td>
<td>8</td>
<td>N/A</td>
</tr>
<tr>
<td>Enrollments by CRN</td>
<td>122</td>
<td>139</td>
<td>68</td>
<td>81</td>
<td>115</td>
</tr>
<tr>
<td>FTES by CRN</td>
<td>13.6</td>
<td>15.5</td>
<td>7.3</td>
<td>8.7</td>
<td>13.2</td>
</tr>
<tr>
<td>Success Rates by CRN</td>
<td>73%</td>
<td>69%</td>
<td>61%</td>
<td>70%</td>
<td>N/A</td>
</tr>
<tr>
<td>Transfer-level math by CRN</td>
<td>21</td>
<td>28</td>
<td>9</td>
<td>11</td>
<td>N/A</td>
</tr>
<tr>
<td>Transfer-level English by CRN</td>
<td>70</td>
<td>69</td>
<td>33</td>
<td>29</td>
<td>N/A</td>
</tr>
<tr>
<td>Both math &amp; English by CRN</td>
<td>21</td>
<td>25</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Budget Trends. Provide trend information regarding the allocated budget / actual expenditures for the past several years of the program. Note any special circumstances below the table.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocated</td>
<td>$5,000</td>
<td>$7,000</td>
<td>$19,543.50</td>
<td>$14,402</td>
<td>$19,544</td>
</tr>
<tr>
<td>Actual Expenditures</td>
<td>$5,000</td>
<td>$7,000</td>
<td>$19,543.50</td>
<td>$14,402</td>
<td>NA</td>
</tr>
</tbody>
</table>

<sup>1</sup> An English course was cancelled this term.

<sup>2</sup> Includes students who were enrolled in more than one Black Studies course section. The CRNs are not necessarily the two or three that are programatically linked.
Narrative: Strengths and challenges.

**Strengths:** *Use this section to briefly reflect upon major accomplishments of the program.*

The Black Studies Learning Community (now called the Legacy Program) is the only one of its kind among community colleges in Orange County (which until recently also included the Long Beach and Cerritos areas) to emphasize the African-American experience and the transfer of African-American students to universities. Classes that are “linked” together give students an opportunity to explore subjects in greater depth. Students and teachers alike work together to create an environment that encourages interaction and shared ideas. Students are given challenging, rigorous curriculum to help prepare them for success at a university.

Students also experience extra-curricular activities that broaden their cultural awareness and sense of cultural identity through trips to the theater and museums. Last year they were also included in a bus trip (organized by the Puente Program) to Central California where they were introduced to several universities. Along with these experiences, good camaraderie is established among students and faculty members, which studies have shown to be conducive to student academic success.

In the last year recruitment efforts have improved, such as reaching out students in lower level developmental English courses, encouraging their involvement in BSLC activities. The number and range of designated BSLC courses has also increased, allowing students greater access to the program. Kwanzaa and Black History Month events have improved the visibility of the program. Indeed, being part of the program encourages students’ participation in these activities as well as the Black Students Union, which benefits not only the students but the college overall.
Challenges: Please provide any insight into significant challenges or obstacles that may have curtailed the success of the program. Identify the types of changes necessary for improvement.

Since the 2006-07 academic year, the Black Studies Learning Community has been housed in the Language Arts Division, which has increased administrative involvement in the program.

In the past academic year there was lack of a dedicated English faculty member to oversee the program. With the hiring of a new full-time instructor who assumed leadership of the program, we are very optimistic about its potential for growth.
Long-range Plan and Objectives

In the following section, identify general goals and specific, measurable objectives your area plans to achieve within the next three years. Programs should identify 3-5 goals, with at least one goal per year. Goals set for next year that require fiscal resources must also be submitted as a Budget Request and Action Plan (separate form).

I. Goal: Improve Recruitment
   Supports Strategic Direction (if applicable): 1
   1. Objective: Recruit students during fall placement tests
      1.1. Person(s) responsible: Joseph Melodia & Renee Ssensalo
      1.2. Timeframe: August 2008
      1.3. Fiscal resources needed (if not applicable, indicate “NA”): NA
   2. Objective: Revise & Produce New Brochure
      2.1. Person(s) responsible: Joseph Melodia
      2.2. Timeframe: February 2008
      2.3. Fiscal resources needed (if not applicable, indicate “NA”): $600

II. Goal: Improve Coordination of Curriculum
   Supports Strategic Direction (if applicable): 1
   1. Objective: Consult with Faculty Participants in the Learning Community
      1.1. Person(s) responsible: Joseph Melodia
      1.2. Timeframe: 2007-2008
      1.3. Fiscal resources needed (if not applicable, indicate “NA”): NA

III. Goal: Improve Transfer Rates
   Supports Strategic Direction (if applicable): 1
   1. Objective: Secure Permanent Funding for U.C. Bus Tour in Central California
      1.1. Person(s) responsible: Joseph Melodia & Renee Ssensalo
      1.2. Timeframe: 2008-2009
      1.3. Fiscal resources needed (if not applicable, indicate “NA”): $10,000

IV. Goal: Expand Course Offerings in Different Disciplines
   Supports Strategic Direction (if applicable): 1
   1. Objective: Invite Faculty Participants in Science and Math to Join the Learning Community
      1.1. Person(s) responsible: Joseph Melodia
      1.2. Timeframe: 2008-2009
      1.3. Fiscal resources needed (if not applicable, indicate “NA”): NA
V. Goal: Develop a cohort of students equaling the size of the Puente Program (30 students)

Supports Strategic Direction (if applicable): 1

1. Objective: Through recruitment efforts, marketing, and word-of-mouth, students will sign up for the program.
   1.1. Person(s) responsible: Joseph Melodia
   1.2. Timeframe: 2009-2010
   1.3. Fiscal resources needed (if not applicable, indicate “NA”): NA

*Use the above outline format to add additional goals or objectives as necessary.*