Program Overview:

The Legacy Program is a three semester academic program that focuses on preparing at-risk students for university transfer. The program’s curriculum is based solely on the African-American experience. While the program is open all students, the focus is African-American students, who are the most underrepresented group on our campus. The following are some of the key components and qualities regarding the program.

- The Legacy Program is an “open” cohort. If room allows, we accept students at any point in the program.
- The program has four (4) classes that transfer to UC and five (5) classes that transfer to Cal State, more than any other program on campus.
- Because the program is three (3) semesters and “wraps around” from one fall semester to the next, each fall semester we can have over 50 students in the program.
- Each semester, the students take “linked” classes that share curriculum in order to maximize the learning experience. The three semesters look like this:

  | English 60 | English 100 | English 104 |
  | Counseling 150 | Ethnic Studies 129 | Ethnic Studies 130 |

- To further promote transfer, beginning in Spring ’12, students needing to take developmental math courses were guaranteed enrollment. The classes students are currently enrolled in are: Math 15, Math 20 and Math 40.
- Students who complete the program will satisfy their English, Critical Thinking, Cultural Diversity, Social Science and U.S. History requirements.
- The program sponsors excursions to museums, theaters, book festivals, and other events relating to the African-American experience. These events are utilized as both learning opportunities and as a way to create and foster positive and productive relationships between faculty and students. Students also tour local universities in order to encourage and prepare them for university transfer.

PBC Action Plan #1: Cohort Identification

Every semester we will send an update to the Research Office identifying students who have dropped out of the cohort(s) and new ones who have joined. Dr. Bandyopadhyay has indicated that this action plan is sufficient.

PBC Action Plan #2: Reasons for 2010-11 Drop-Outs & Addressing Retention/Persistence

The ‘10/’11 cohort was a challenging one. We had just completed a very successful cohort and were perhaps expecting another to follow. There were a number of reasons for students from that cohort not completing the program.
Fall Semester:

The four (4) students who withdrew from the program, specifically English 60, did so for personal reasons, either involving work or a family situation. All of the other students who participated in the program that semester passed the course with a “C” or better. One (1) student, Myrna Saleh, transferred to Cal State Long Beach.

Spring Semester:

In the spring semester, we had a combination of students who did not pass the courses (and therefore could not continue with the program) and students who passed both courses but chose not to continue with the program for other reasons.

The following students passed both courses and transferred to the Teacher Prep Program:

Nadia Avila
Chong-Sook Kim
Cinthia Parra

The following student had already taken critical thinking and did not want to repeat a class that would be redundant in terms of transfer:

Stacy Grant-Gabourel

The following students withdrew for personal reasons (work or family):

Chris Elsasser
Helen Hanna
Alexandria Hernandez
Luis Plascencia
Byung Yoo
Michelle Holmes

The five (5) students who earned D's or F's were all students that the faculty of the Legacy Program spent extensive time working with and counseling. By the end of the semester they had not committed to perform at a level that merited a passing grade.

In order to avoid this kind of attrition in the future we have instituted an interview process for students entering the program. The course is closed during registration, and we only give add codes to students who 1) attend an orientation, 2) fill out a form expressing their specific interest in the program, 3) sign a contract that is a commitment for all three semesters, and 4) conduct exit interviews of the students after the first year to assess how they are doing, what they need and how we can address their academic needs more effectively.
**PBC Action Plan #3 & #5: Improvement of Student Success & Refinement of Selection**

This past academic year we have implemented a number of new practices in order to 1) better track our students, 2) improve our communication with them, and 3) ultimately improve their academic performance.

We have created a Legacy Program Advisory Board, which met for the first time last April. The individuals on the Board have given us input regarding the program in regards to retention and support of the students. They will also be available for the students as mentors, as they represent a number of different areas of our campus. The members of the advisory board are:

Virgil Adams  
Fola Odebunmi  
Shirley Smith  
Ken Robinson  
Regina Rhymes  
Deidre Porter

To screen students for the program we interview them both before joining and at the end of the first year.

The interview process involves a written questionnaire to gauge the students’ interest in studying the African-American experience as well as an oral interview with the coordinator, counselor and Ethnic Studies professor.

All students admitted to the program are required to sign contracts that commit them to the program for three (3) semesters.

The exit interview is conducted by the Legacy Program faculty. Students give their reasons for wanting to either continue or leave the program.

To help the students academically:

- We hired a math tutor for our students in developmental classes.
- We have a mandatory interview process that includes a five page questionnaire.
- We provide a number of school supplies, including:
  1. Flash drives
  2. Highlighters for annotating texts
  3. Post-it flags for marking important passages in books
  4. Staplers
  5. Grammar handbooks
  6. Composition books
  7. Copies of required books they will read for the program.

Future materials we will provide for our students:
➢ Study packet for both Ethnic Studies classes

Reasons for leaving the program:

➢ Failed one or both of the program courses
➢ Transfer to another school
➢ No longer interested in the program

**PBC Action Plan #4: Specification of Means of Assessment**

The following SLO-CATs directly relate to the Legacy Program’s mission statement: “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 high institutes of learning.

1. African-American Culture SLO-CATs (primarily addressed in Ethnic Studies courses but complemented in English courses)

   A. SLO #1: On either an in-class or out-of-class examination context, students will be able to summarize effectively the historical development of the African-American community and the development of African-American social and political thought with 70 percent accuracy.

   B. CAT #1: On a post-essay test, students were asked questions that would enable them to summarize the historical development of the African-American community and the development of African-American social and political thought.

   C. SLO #2: On either an in-class or out-of-class examination context, students will be able to summarize effectively the artistic and literary contributions of African-Americans to American society with 70 percent accuracy.

   D. CAT #2: On a post-essay test, students were asked questions that would enable them to summarize the artistic and literary contributions of African-Americans to American society.

   E. SLO #3: On either an in-class or out-of-class examination context, students will be able to summarize effectively issues related to the social sciences that are pertinent to the African-American experience with 70 percent accuracy.

   F. CAT #3: On a post-essay test, students were asked questions that would enable them to summarize the issues related to the social sciences that are pertinent to the African-American experience.
2. Academic Success and Transfer SLO-CATs (primarily addressed in Counseling 150 and followed up by one-on-one counselor meetings in subsequent semesters)

A. SLO #1: Students will be able to identify developmental life stages and the challenges of college life.

B. CAT #1: Students will complete a pre and post course survey to measure knowledge of themselves, study techniques, services, and resources available to achieve academic and life success. Assessment criterion: 70 percent.

C. SLO #2: Students will develop a Student Educational Plan (SEP) related to their academic goals.

The SEP includes students' identification of whether they should follow the IGETC or CSU (including ADT) transfer patterns; and evidence of students' knowledge of what classes to take in order to transfer.

D. CAT #2: Students will research college majors and create a detailed SEP to achieve their goal. Assessment criterion: 70 percent.

E. SLO #3: Students will have bi-semester counseling sessions for transcript evaluations.

F. CAT #3: 90 percent of students will have their transcripts evaluated to determine their progress towards transfer.

G. SLO #4: Students will select at least three colleges or universities and complete the application process.

H. CAT #4: Each program cohort will be surveyed annually to verify the four-year application process.

Students will also be surveyed annually to determine whether they have applied and been accepted to universities.

**PBC Action Plan #6: Ethnic Background of Legacy Students**

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<tr>
<th>Fall ’11</th>
<th>Spring ’12</th>
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Caucasian: 3
Hispanic: 7
Middle Eastern: 2
Filipino: 2

Of this Fall ’11 group, one Hispanic student transferred to a for-profit school (ITT Tech) and one African-American student failed English 60.

The ethnic make-up for Spring ’12 is the same, minus the one Hispanic student as we had an African-American male student join the program.