

## De Anza College

### Program Review – Annual Update Form

- 1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).**

After reviewing the feedback in the Comprehensive Program Review, Umoja acknowledges and values the suggestions provided. When new students join the Umoja program, one of their first tasks is to reimagine themselves as the students they aspire to become. Umoja recognizes that students come with different experiences. Some had positive high school experiences, others were neutral, and some had negative experiences they wish to forget. Regardless of their past educational experiences, Umoja's goal is to meet students where they are, build upon their past experiences, and encourage the development of a new student identity. The decline in success rates may be attributed to the transition from high school to college, as students may have mismatched expectations of what the program entails versus what is required for success. Through Umoja Porch Talks and counseling sessions, students have shared feeling overwhelmed by the increasing workload and academic demands in their first year. Umoja has also noticed that students who joined after the Summer Bridge program, or just before or at the start of the Fall quarter, have not performed as well as those who committed to Umoja early during recruitment. While Umoja has not yet fully determined the reasons behind the decline in success rates, we are committed to exploring new strategies and implementing solutions to address these challenges and improve student outcomes moving forward.

- 2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))**

The Umoja program has undergone several updates and improvements. The Umoja Community (State organization) has hired a regional coordinator, Courtney Franklin, to support De Anza. This new partnership ensures the De Anza Umoja program receives regular updates from the state and the Chancellor's office, campus visits for one-on-one check-ins, regional meetings with neighboring community colleges, and professional development opportunities for counselors, coordinators, faculty, and Umoja students. At regional meetings, we discuss the college's successes and challenges, while brainstorming ideas to enhance the Umoja program. This collaboration allows Umoja to continue meeting the state's goals of ongoing training and prioritizing student success. This year, EWRT 1A/2 instructor attended her first Umoja Summer Learning Institute (SLI), and each year, Umoja continues to send 8-10 students to the Umoja conference, whether held in Northern or Southern California. Additionally, the Umoja counselor has formed a partnership with a POLI 1 (Political Science) instructor, encouraging Umoja students to complete one of their Social Science requirements during the summer with that specific faculty member. The Umoja program also has a representative who holds a seat in the De Anza Associated Student Government (DASG). This position ensures that Umoja students are adequately represented and have a voice in how funds are allocated.

The Umoja program continues to thrive, with a growing number of students joining each year. The 2024-2025 cohort represents the largest recruitment class yet, with 28 new students. This growth is attributed to strong partnerships with campus services like the Office of Outreach, the Athletic Department, collaborations on events such as the Black Student Empowerment Conference, which serves high schools in the region. These changes and updates were carefully designed to support the Umoja program at De Anza and the students it serves.

**3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).**

**1<sup>st</sup> Goal**

After reviewing the goals outlined in the comprehensive program review, the Umoja program has successfully ensured the continued offering of the Golden Four classes during students' first year. Keeping these classes available each quarter provides stability for both the Umoja counselor/coordinator and the faculty supporting the program. 100% of the students who committed to Umoja enrolled in EWRT 1A however, only 86% enrolled in EWRT 2. To enroll in EWRT 2, you must pass EWRT 1A. 100% of the Umoja students committed to program enrolled in COMM.

Additionally, the program collaborates closely with Math Performance Success (MPS), allowing Umoja students to meet their math requirements by completing courses such as Math 10 (Statistics), Math 31/32 (Precalculus I/II), or Math 1A/1B (Calculus I/II). 90% of the Umoja students enrolled in a transferable Math course.

This consistency is foundational to the success of completing the Golden Four and reassures new students that Umoja has established supportive partnerships across these key subject areas. Ensuring that new incoming Umoja students complete their Golden Four courses during their first year will remain a core goal and requirement for participation in the Umoja program.

**2<sup>nd</sup> Goal**

In progress; Associate Dean is working with Institutional research to develop an Argos report that will provide longitudinal data and tracking of Umoja students so we can see progress beyond the first year. Associate Dean and Counselor-Coordinator have established a reporting system to organize new students' information as they join the Umoja program. The cohort roster is established after the close of census (instead of the recruitment period) to give an accurate count of Umoja students who have committed to the program. This should help clean up the data in the system to reflect those students who have actually engaged with program services and courses.

**3<sup>rd</sup> Goal**

Recruiting instructional staff to support a learning community like Umoja can be a challenging task, largely due to the commitment required to ensure student success in such a program.

Being an Umoja faculty member goes beyond just teaching the subject material; it requires a deep dedication to creating a holistic learning environment where students feel accepted, valued, and heard, without judgment.

So far, Umoja has been fortunate to recruit an EWRT 1A/2 instructor, and they have exceeded expectations in their role. They have not only taught their courses but also chaperoned both local and travel trips, served as a thought partner for Umoja, co-facilitated faculty discussions at De Anza, and assisted with Umoja reports. Most importantly, their ability to engage students through curricula connected to the African diaspora has created a learning experience that resonates with and engages Umoja students. The Umoja community is truly fortunate to have their support.

For the past two years, Umoja has also benefited from finding an instructor to support the program as the COMM 1 instructor. Last year marked the first time we offered an identified Umoja COMM 1 class, and after further discussion, that instructor has committed to continuing as the Umoja COMM 1 instructor, pending approval from the Communications Department Chair. Public speaking can be intimidating and even triggering for some students, they foster a learning environment where mistakes are welcomed as part of the process. They have also chaperoned trips and provided invaluable feedback to help Umoja students succeed in completing their COMM 1 requirement. Identifying and adding a committed COMM 1 instructor to the Umoja faculty team has been an excellent decision.

Finding a dedicated Umoja Math faculty member has been more challenging than expected, but students have still succeeded in completing their Math requirements, thanks in part to our established partnership with Math Performance Success (MPS). Umoja students have taken courses such as Math 10, Math 31/32, and Math 1A/B through MPS. While Umoja doesn't offer a standalone math class, we've been successful in partnering with MPS to ensure Umoja students have seats in these courses, following the MPS application and approval process. Previously, Umoja students took Math 10 with an instructor, but since that instructor's retirement and Article 19, they now teach on a year-to-year basis based on their availability. Umoja plans to revisit this issue with MPS to brainstorm a focused strategy for identifying a dedicated Umoja math faculty member.

For the past two to three years, Umoja has been fortunate to have the dedicated support of EWRT 1A/2 and COMM 1 faculty members. Umoja will continue to encourage and welcome faculty involvement at the state level. One area for improvement is ensuring that all Umoja faculty members participate in state-level professional development opportunities, such as the Summer Learning Institute (SLI).

**4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.**

The goals outlined in the Comprehensive Program Review will remain unchanged. However, modifications will be made to better support these goals, address the decline in student success rates, and improve student retention. During Umoja meetings, faculty members collaboratively

reviewed past successes, explored ways to build on them, and brainstormed new strategies to enhance support for the program. The team identified straightforward approaches for implementation. The plan is to foster a sense of urgency around student success and provide clear guidance on how to thrive as a student at De Anza. We also discussed the importance of creating space for faculty to engage with the new cohort during Umoja orientation and have in-depth conversations about expectations for being part of Umoja.

Regarding in-class support, we've observed a pattern linking attendance to course completion. After reviewing attendance trends, it's clear that students who miss at least two classes within the first three weeks of the quarter often struggle to catch up, face ongoing attendance issues, become disengaged, and eventually withdraw. To address this, Umoja will introduce a performance agreement. This agreement will outline specific benchmark goals that students must meet, including improved attendance, regular check-ins with both professors and the Umoja counselor, and the timely completion of weekly assignments. The aim of the performance agreement is to intentionally track and support students' progress throughout the quarter.

The peer tutor highlighted the frequent use of their services by Umoja students. We agreed that having a dedicated Umoja peer tutor has been valuable and discussed ways to enhance peer-to-peer support and its overall impact. The plan is to identify another Umoja student who would be interested in joining as a peer tutor. We also explored the level of engagement among students when participating in peer-to-peer collaborative learning and noticed that this approach led to more meaningful discussions in class. Additionally, we considered new strategies to support students with essay writing. Before an essay is due, students will be strongly encouraged to meet one-on-one with the instructor every two weeks. Those who submit weak drafts will be required to meet weekly with the instructor to review their work and address any questions. We also discussed incorporating in-person blue book essay writing as a strategy to further support students.

**5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?**

Umoja has leveraged the resources offered by De Anza, and the college has shown its commitment to the program by hiring a full-time tenure-track counselor/coordinator in 2020. This decision significantly boosted Umoja's impact, leading to a 988.5% increase in enrollment. The number of Umoja students utilizing student services rose by 165%, and the Weekly Student Contact Hours (WSCH) rose by 3164%. These gains were driven by the hiring of a permanent counselor/coordinator, which enabled Umoja to better support the most disproportionately impacted and marginalized students at De Anza through case management counseling. Umoja students receive consistent counseling from their first day through graduation, with some returning after time away to reenroll and receive guidance on how to succeed. Additionally, Umoja supports students facing unforeseen challenges, such as relocation due to affordability,

unstable housing, food insecurity, transportation issues, and lack of technology. More importantly, Umoja fosters a strong sense of community where students feel they truly belong. For many Umoja students, this is the first time they have had Black counselors or Black instructors, making it a deeply meaningful experience. This highlights the importance of De Anza's ongoing commitment to diversifying the campus. Umoja students need to see representation they can identify with.

**6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?**

The resources available to Umoja students are vital to their success at De Anza. Access to a counselor who offers case management-style support, along with wraparound services, is a key factor in ensuring student success. This support provides students with a sense of belonging and the reassurance that they have someone they trust to turn to during challenging times. Through Umoja, students have had the opportunity to attend college tours and participate in local and overnight conferences, with some even traveling by airplane for the first time. Additionally, some students have been hired as Umoja student ambassadors, giving them a chance to develop leadership skills while giving back to the De Anza community. When De Anza offered Emergency Funds, many Umoja students benefited from this resource, using the funds to purchase necessary technology, secure reliable transportation, and address basic needs such as unstable housing and food insecurity. The support provided by Umoja enables students to stay focused on their academic goals, knowing they have access to resources in times of need.

**7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	Umoja students will develop and adjust comprehensive Student Education Plan (SEP), which provides a path to transfer to a four-year college or university.
Method of Assessment of Learning Outcome (please elaborate)	Umoja students are required to meet with their counselor twice each quarter. During these counseling sessions, I use Degree Works to check if a student has completed their educational plan. By week four of the quarter, it is mandatory for students to meet with me to complete their comprehensive educational plan. Umoja will monitor the completion of these plans in Degree Works and track the number of counseling appointments students have scheduled and attended by week four.

Summary of Assessment Results	After reviewing the Umoja's students Degree Works, 90% of the cohort have comprehensive SEPs.
Reflection on Results	Umoja's goal is to achieve 100% completion of its objectives, though that may not always be possible. A 90% completion rate for students having a comprehensive SEP is still a positive outcome. It's crucial for students to have an updated educational plan, as it directly impacts their registration date.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	To ensure the continued success of providing students with a comprehensive SEP, Umoja will maintain the requirement for students to meet with the Umoja counselor twice each quarter. Additionally, I will continue to visit Umoja classes to remind students of key dates, upcoming deadlines, and emphasize the importance of scheduling counseling appointments.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

Feedback from the Comprehensive Program Review asked a question regarding declining success rates for the Umoja program; I think there are a couple of things to note here about that. The first is that when the program was established at De Anza right before the tenured Counseling-Coordinator position was created, the Umoja cohort enrolled in one counseling course. Thus, the enrollment in the program was high and the course success rates for that one counseling course followed. As Umoja established more GE courses in its offerings, and the structure of the learning community changed to a 30-person cohort like its counterparts, those success rates dropped. This is because of more class offerings in the mix that students are taking with higher credits. However, what did increase is a higher number of students completing critical courses in their first year that set them up for future success beyond the cohort year. Once more robust data reporting is developed and implemented, I believe this will be a positive data point for the Umoja program to be able to demonstrate.

The Umoja counselor also wrote about the challenge of late adds to the Umoja program that occurred right before school began, noticing that the students who entered the program right before the start of school struggled the most with completing their first quarter, if at all. This is the type of insight that I hope gets noticed! Our learning communities, and in this case Umoja, offer between 2-3 different touch points for new students in the summer proceeding their first fall quarter at De Anza. These touch points include one on one counseling sessions, an information session about the program, a program orientation, and a two-and-a-half-day Summer Bridge program. All of which are designed to help orient the students to the Umoja program and De Anza campus but have the added effect of helping establish the supporting relationship between

students and their counselor, as well as program expectations. Students who miss that are missing out on a crucial piece of that program's onboarding process. And yet, the solution is not to turn away students who enter the program in September right before the start of school. These are precisely the students that a learning community is designed for. Students who may not have fully considered college as a pathway and may be unsure of or need help navigating De Anza; applying and registering at the last minute. I think the first solution to try is to develop some strategies that can help students who missed all of summer's onboarding activities. They need a way to quickly learn the program's expectations and to form connections with students who have had multiple instances throughout the summer to begin forming that community. I am encouraged by the counselor-coordinator's commitment to unpacking this piece of their recruitment and how they are drawing connections between time of enrollment to retention and course success.

I am also encouraged by the way the Umoja team has approached looking at course success rates in all their cohorted classes and how they are already identifying teaching strategies and other interventions they plan to employ to help students who are struggling in their program. The counselor-coordinator has identified establishing a core Umoja teaching team as one of their programmatic goals, and one of the benefits of doing so is that those team members have access to the training and network that the Umoja statewide program offers. I hope to see more Umoja faculty take part in these professional development offerings that I believe will help address some of the retention and course completion challenges that they've laid out in their program review.

It is abundantly clear to me the dedication Umoja program faculty have in meeting their students' needs and setting them up to complete their educational goals, because of how they've structured the program since its inception, and their willingness to examine their efforts with a continued focus on improvement.