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Name Dept AS - (SSRS) Umoja

2018-19 Annual Program Review Update Submitted By Kassie Phillips and Alicia Cortez

APRU Complete for 2018-19 ?

Program Mission Statement UMOJA (A Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. SSRS is committed to the goals of Umoja and will continue to work in collaboration to address the needs and inequities of African American students ?

I.A.1 What is the Primary Focus of Your Program? Basic skills ?

I.A.2 Choose a Secondary Focus of Your Program? Transfer ?

I.B.1 Number Certificates of Achievement Awarded 0 ?

I.B.2 Number Certif of Achievement-Advanced Awarded 0 ?

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded 0 ?

I.B.4 # AA and/or AS Degrees Awarded 3 ?

I.B.5 Strategies to Increase Awards 1. Develop a process to track accumulation of units and provide more intrusive counseling with cohort. 2. Invite university representatives to Umoja classes and provide more campus visit opportunities. 3. Bring back Transfer specific counseling course for all SSRS programs to yield higher transfer and AA rates. ?

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics 0 ?

I.C.2 CTE Programs: Labor Market Demand and Industry Trends : 0 ?

I.D.1 Academic Services & Learning Resources: #Faculty served 0 ?

I.D.2 Academic Services & Learning Resources: #Students served 0 ?

I.D.3 Academic Services & Learning Resources: #Staff Served 0 ?

I.E.1 Full time faculty (FTEF) 1.3 ?

I.E.2 #Student Employees 4 ?

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching 44% to 35% (.2 to .2 load) ?

I.E.4 # Staff Employees ? ?

I.E.4 #Staff Employees 0 ?

I.E.5 Changes in Employees/Resources ? ?

II.A Enrollment Trends Student headcount for African American students on the De Anza campus is as follows:
 Fall 2015: 979 students (4.3%)
 Fall 2016: 933 students (4.2%)
 Fall 2017: 889 students (4.3%)
 Source:<http://research.fhda.edu/factbook/demo-fact-sheets-de-anza.html>
 Fall 2017: Headcount was 48 students
 Fall 2016: Headcount was 35 students ?

II.B Overall Success Rate

	<p>2016-2017 Cohort Annual Success Rates 66% 2017-2018 Cohort Annual Success Rates 55% Umoja students were tracked from the fall when they entered the cohort to winter then spring.</p> <p>Source: Analysis of Umoja Students - Fall 2016-Fall 2018 prepared by De Anza Researcher</p>	<p>?</p>
<p>II.C Changes Imposed by Internal/External Regulations</p>	<p>For the 15-16 Academic Year, Umoja underwent reorganization from the Student Services side of the college to Instruction under Academic Services and realigned the curriculum, services and staff to better address the needs of our targeted populations. During this reorganization we also underwent staff changes in both counseling and instruction. As a result, we did not offer our Sankofa learning community during the 2015-2016 academic year. Additionally, a new counselor was hired in February 2016 to develop and implement a recruitment plan for students and faculty which included instruction, counseling services & faculty development. While there were no new students added to the program during 2015-2016, we continued to serve our African American student population offering tutoring, peer mentoring, counseling and personal and professional growth opportunities (i.e. Umoja Conference, African American Student Conference). The first cohort was established the fall 2016 with 35 students and the following year fall 2017 there were 34 students.</p> <p>NOTE: The program review data sheets reflect students enrolled in courses designated as Umoja classes but not all students are participants in the program. Therefore, the data provided does not accurately reflect Umoja program participants progress and success. For the purpose of this program review, we will be using data from an Analysis of Umoja Students from fall 2016 to fall 2018 report prepared by our Institutional Researcher on Dec. 7, 2018.</p>	<p>?</p>
<p>III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment</p>	<p>16-17 academic year had 24 continuing (formerly Sankofa) students joining Umoja. The 16-17 new cohort comprised of 35 new students joining Umoja; 28 Female and 7 males. The 17-18 cohort comprised of 34 student with 26 females and 8 males.</p> <p>16-17 Umoja Students by Ethnicity: African Am- 27 (77%) Latinx - 7 (20%) Pacific Islander -1 (3%)</p> <p>17-18 Umoja Students by Ethnicity: African Am -22 (65%) Filipinx - 1 (3%) Latinx - 9 (26%) Pacific Islander - 1 (3%) White - 1 (3%)</p>	<p>?</p>
<p>III.A.2 Targeted Student Populations: Growth and Decline</p>	<p>The African American student population has remained steady around 4%. The Umoja program comprises 77% (AY 16-17) and 65% (AY 17-18) African American students in its cohorts .</p>	<p>?</p>
<p>III.B.1 Closing the Student Equity Gap: Success Rates</p>	<p>Of the new 16-17 cohort 86% are in good academic standing with 14% on probation. In the English and Writing classes there was a 83% success compared to 72% for the targeted group and 82% for the non-targeted. For the 2016-17 cohort 32 student started in EWRT 211 and within the year they started, 84% completed EWRT 1A and/or EWRT 2. For the 2017-2018 cohort, 29 students started in EWRT 211 and within the year they started, 55% completed EWRT 1A and EWRT 2.</p> <p>The AY16-17 success rate for African American students completing English was 71% and AY 17-18 was 66%. In comparison, the 2018 Student Success Scorecard reports that 47.7% of African Americans first enrolled in course below transfer level and complete college level course.</p>	<p>?</p>
<p>III.B.2 Closing the Student Equity Gap: Withdrawal Rates</p>	<p>Data not available at this time</p>	<p>?</p>
<p>III.B.3 Closing the Student Equity Gap: 2017-18 Gap</p>	<p>The Equity gap for 2017-2018 is as follows: Targeted Population: 55% minus 66% equals -11% gap</p> <p>2016-2017 Targeted Population: 84% minus 71% equals 18% outperform</p>	<p>?</p>
<p>III.C Action Plan for Targeted Group(s)</p>	<p>This past year the success rates for African American students dropped significantly in Umoja to 55% in comparison to AY 16-17 84% . To address this issue, the following action plan is underway:</p> <ol style="list-style-type: none"> AY 2018-2019 Umoja specific courses were scheduled on two days as opposed to a 4 day schedule in the hopes to retain students and accommodate their working schedules. As a result of AB 705, Umoja EWRT 1A qualified students were placed in a Hip Hop Pedagogy/FYE 3 cohort and supported by the Umoja/FYE counselor. Continue to offer counseling specific courses to foster a college going culture and Umoja community practices. For the fall 2019, we propose a late start Counseling course and Winter quarter continue with a Career Planning course exposing student to role models, industry and networking opportunities. We have begun to look at creating a pipeline with targeted high schools, incorporating an early alert component, expanding culturally responsive curriculum along with embedded mentoring, and leadership opportunities in collaboration with the Black Leadership Collective, Men of Color and with the FAST program to create a pathway for success for African Americans. 	<p>?</p>
<p>III.D Departmental Equity Planning and Progress</p>	<p>Professional Development: Provide more training in Culturally Responsive Teaching and Learning for African American students across the disciplines. Continued support for Culturally Relevant counseling practice with African American students. Developed new team across instruction and student services to coordinate efforts with expected learning outcomes for following academic year. See early preliminary outcomes in Section III B.</p>	<p>?</p>
<p>III.E Assistance Needed to close Equity Gap</p>		

	Yes <input type="button" value="v"/> ?	
	III.F Integrated Plan goals: current student equity data and action plan	<p>1. Improve transfer and graduation rates for disproportionately impacted students.</p> <p>2. Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention</p> <p>3. Identify and update campus services, policies, procedures towards reducing barriers and increasing student success.</p> <p>4. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap</p> <p>5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students</p> <p>?</p>
	IV.A Cycle 2 PLOAC Summary (since June 30, 2014)	According to the PLO and SSSP mandates, 85% of Umoja students completed their placement test, 75% completed their carr ?
	IV.B Cycle 2 SLOAC Summary (since June 30, 2014)	0 ?
	V.A Budget Trends	<p>Beginning 2016-2017, the SSRS received an augmentation of \$20,000 to support Umoja and FYE cohorts programming and student support.</p> <p>Umoja receives DASB funds to partially cover the Umoja student Statewide conference and to fund 4 peer mentor/tutor positions. In addition, Umoja receives Student Equity funds to support Umoja Statewide Student Conference not covered by DASB.</p> <p>Student Equity Funds continue to support Umoja Professional Development Trainings for the Counselor and Faculty; Umoja Consortium fees; the full-time counselor position and faculty additional pay for Umoja curriculum planning & coordination.</p> <p>All SSRS students (includes Umoja) have access to book vouchers from the SSRS Foundation account due to a generous donor.</p>
	V.B Funding Impact on Enrollment Trends	If funds are reduced or taken away this will impact programs ability to recruit and retain students and will lose counselor/coordinator. ?
	V.C.1 Faculty Position(s) Needed	Growth <input type="button" value="v"/> ?
	V.C.2 Justification for Faculty Position(s)	<p>Hire English faculty dedicated to program and recruit faculty across disciplines to help facilitate Umoja curriculum, assist with coordinating program activities alongside program coordinator, and provide instructional support.</p> <p>Equity data reveals that African descent students are not performing at rates of non-targeted/targeted students. In order to close gap there needs to be more culturally competent faculty and staff to support this targeted student group.</p>
	V.D.1 Staff Position(s) Needed	<input type="button" value="v"/> ?
	V.D.2 Justification for Staff Position(s):	?
	V.E.1 Equipment Requests	Over \$1,000 <input type="button" value="v"/> ?
	V.E.2 Equipment Title, Description, and Quantity	Additionally requesting Camera and color printer for program activities. ?
	V.E.3 Equipment Justification	To promote the program visibility on social media and outreach materials. ?
	V.F.1 Facility Request	Larger space for study groups and tutoring. ?
	V.F.2 Facility Justification	Currently the SSRS Centers houses four cohort programs and has exceeded the room capacity during peak hours and exceeds room capacity. Currently, the space provided is at capacity during peak times and presents a safety hazard. Not enough tables or chairs or space to accommodate them all so many use the LCW hallway to meet and work on projects. ?
	V.G Equity Planning and Support	<p>Additional Pay funds to compensate for faculty and program coordinators.</p> <p>Continuing funds for professional development to attend Umoja required events such as their annual Summer Learning Institute and other professional development events as they arise. Yearly consortium fee to Umoja.</p>
	V.H.1 Other Needed Resources	This work has generated a need for various resources that would assist in more adequately serving our students. The requests include funds for training, tutoring, for transferring students to attend Historically Black College and University (HBCU) tours, Tri-annual Umoja student conferences, field trips, course textbooks and continue funding through the SSRS B Budget. ?
	V.H.2 Other Needed Resources Justification	There were no SLO/PLO previously for Umoja. Goal is to develop PLO and SLO by end of academic school year. SLO and PLO developed as of March 2019. ?
	V.J. "B" Budget Augmentation	The program would like to request the continued support of \$10,000. The funding would support the students and faculty in providing necessary resources to the program. The funding would provide annual assistance with required annual attendance at Umoja's tri-annual conferences, hosting speakers and workshops, campus visits, program shirts, curriculum development and other necessary student activities, events, materials students may need to assist in ensuring their success and ensuring the school's commitment to their success. ?



V.K.1 Staff Development Needs	Without support to attend events this would jeopardize our involvement in the Umoja Statewide due to having to make the necessary annual commitments to the Consortium. Additionally without providing necessary tools and resources to our faculty would prevent effective teaching and learning strategies to our targeted community.	?
V.K.2 Staff Development Needs Justification	The need for culturally relevant curriculum and retention strategies so that our African American students can succeed on this campus as documented by the above retention and success rates. It is imperative that culturally relevant support and coordination occur across the campus to provide the necessary support needed for this student group.	?
V.L Closing the Loop	<ul style="list-style-type: none"> -Continue to assess institutional core competencies. -To be persistent in recruitment and retention of our targeted students. -To measure course completion of Umoja developmental courses. -Hire and train more faculty and staff on evidenced based and culturally responsive practices for this population. -Provide more intrusive transfer counseling interventions and support. 	?
Last Updated	03/29/2019	?

* Required field