Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Student Services - Mesa Academy/UMOJA

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
During the start of 2023, the Umoja Program experienced a shift in leadership that resulted in the identification of new goals; the focus became increasing program enrollment, reinstating a functioning Learning Community, and ensuring the availability of courses through Umoja. To address enrollment, recruitment took place to gauge student interest and establish a commitment to the program and available Learning Community courses for the 23/24 academic year. At the time of this program review submission, the Umoja Program has an average of 42 active students between the Learning Community and Umoja Circle (Fall 23/Spring 24), and we anticipate that these numbers will continue to grow this semester. In our Learning Community, some 29 recorded students took PERG 120, ENGL 101X, or both. We had anticipations of an approximate 32 students enrolling in the ENGL 205 course based on data and expressed interest, but have experienced an enrollment trend that varied from what we expected. To ensure course availability, a relationship has been further solidified and established between Umoja and the Black Studies department to identify co-teachers, course sequencing, and reserving spots for Umoja Student referrals. Umoja Students have also been utilizing numerous resources on campus, including Counseling, TCE, the LRC, EOPS, STAR Trio, NextUP, Fast Scholars, BLF, and more. The integration of Umoja Students into these spaces on campus further helps dismantle and alleviate the barriers that have historically hindered our Black and African American students. This involvement, paired with educational opportunities (such as the Umoja Conference) has bolstered students in the program and engaged them in new facets of student life. Our overall increase in campus presence, student involvement, and program development has led to significant progress in the revival of the Umoja Program. Despite these efforts, some challenges still persist amongst the Umoja Program. Securing a full time Counselor/Coordinator is one of the most prominent and pressing challenges, as the work to be done on behalf of Umoja tends to exceed the limits of the time constraints experienced by the current coordinator. Attempts to mediate these constraints - while simultaneously building interdepartmental connections -, take the Umoja Support Team for example, have brought relief in networking students to appropriate help. However, the entire Umoja Student caseload, programming, coordinating, and counseling lies solely in the hands of the current coordinator as it stands. Conversations with Administration have taken place to meet this need, so we anticipate the solution becoming available soon for the longevity, sustainability, and intentionality of the program. Additionally, the Umoja Village Space is part of our MOU agreement that would provide support to our students on campus and further advocate for equity, inclusion, and their overall success. The affinity space requisition form has been completed and deciding factors for the Village Space are in talks currently. The growth and development of the Umoja Program has been considerable, and the lasting impact is visible amongst our students engaging in the program's offerings. Through the continued successes and mediation of our current and upcoming challenges, the Umoja Program is very likely to find itself in a position to continue growing and serving students intentionally in an efficient capacity.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Due to AB-1705 and the axing of courses below college level (ENGL 47A & 48), we were tasked with identifying ways to bolster students who may be greatly impacted by this change. To combat this anticipated barrier, we opted for ENGL 101X as a LCOM section to provide additional support and skill development. Additionally, discussions and planning for embedded tutors have taken place to create more support for future Umoja English sections. Students who have enrolled in recommended BLAS 140A/B courses also have access to embedded tutors for the course. Conversations have also been in the works to craft and host Umoja Study Jams - large tutoring sessions and open tutoring access to Umoja Students at key points of the semester to boost moral, increase success, and work towards course material retention. In terms of enrollment, getting students situated for ENGL 101X, PERG 120, and ENGL 205 all proved to be difficult. Our timeline for when classes were available to enroll in did not overlap well with student interest/recruitment, as a great number of our student came in over the summer (notably from Summer CRUISE). Once students were aware of Umoja and its benefits, there was a greater interest and commitment.

Summary and Reflection

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

The Umoja Program Community Foundation provides its funding through the Chancellors Office to affiliate programs that comply with their outlined MOU agreements. This funding creates the opportunity for our program to pay for resources and events, such as tutoring, educational supplies, campus visits conferences, expos, and campus events. The Umoja Program at Mesa College intends to use this funding to grow our cohort sizes, increase student retention, provide immersive culturally relevant experiences, and develop self-actualization within our Umoja Students.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Active Umoja Students 23-24.xlsx

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

During this academic year, establishing the program's culture, implementing Umoja Practices and ensuring enrollment has been the large focus. Students in LCOM sections have been exposed to practices, but the relatively new relationships formed between the LCOM instructors and Black Studies faculty has brought more prominent concerns to the forefront. These concerns (namely student engagement, participation, and attendance) led to multiple check-ins throughout the semester amongst the Umoja Coordinator and Black Studies faculty teaching Umoja courses. This helped solidify the culture that prioritizes a holistic approach and supports retention. Diversity, equity, and inclusion also contributed to the culture of the Umoja Program via the racial and ethnic diversity of students, implementation of inclusion safe spaces for varying student populations, involvement in meeting DSPS accommodations, and fostering community amongst other affinity group cohorts and student groups. The goal has been to identify Umoja as a cultural hub that cultivates knowledge, shares lived experiences, and encourages students to strive for excellence in their academic endeavors. Exposing students to conferences and events has created a sense of belonging and began developing the self-actualization we strive for in Umoja Students. To work on ensuring the Practices are understood, students in the PERG 120 course were exposed to 16 Umoja Practices and referred back to them during instruction and activity. Focusing on Practices like The Porch, Live Learning, Umoja as a Power Base, and Mentoring are key fundamentals that speak to the experience of our students. There is a lack of continuity between all Umoja courses due to timing and lack of time to prepare post transition, but we anticipate that the upcoming 24/25 academic year will have greater consistency and concentration in instilling the Umoja Practices. The 12 Umoja Students who attended the Umoja Conference during the fall semester have displayed development of understanding and employing these practices, building community amongst one another employing these Practices on their own. If the opportunity presents itself in the future for all Umoja Students to attend this conference, we anticipate this trend will continue and the impact will reach a much broader student audience. Additionally, on and off campus events will continue to foster the conceptualization of these practices, embedding Umoja's educational philosophy in the students and equipping them for life. Enrollment has proved itself to be a challenge for numerous reasons, but many trends seem to point to a lack of access and information amongst our Black and African American students. Unless they are referred over to Umoja or have learned about it directly from the source, they are generally unaware of the resource available to them. Our greatest challenge in enrollment has been getting qualified students to commit and enroll in the course with the provided add codes in time. The change in enrollment date for Summer and Fall proved to also hinder some students' ability to properly identify available courses and enroll. An addition trend regarding enrollment - particularly our ENGL 205 course - is the lack of understanding/commitment made by students. When attempting to fill the ENGL 205 course with the identified Umoja Students, many had preemptively chosen another English section or took it ahead of the sequence. The Black Studies department plans to meet with Umoja to discuss changes that can be made the LCOM sequence to provide a more applicable course for students to retain their ability to offer courses without the risk of being cancelled. Of the 60 and counting interest form submissions starting March 1st, 2023, 44 students have identified the need to take at least one LCOM course. We anticipate this trend will continue, and with greater

follow through and program commitment, we can continue to fill our classes and provide sections to Umoja Students. Additional trends regarding retention, enrollment, and student satisfaction are developing and can be properly assessed come the end of the Spring 2024 semester.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Of the collected data via our UMAP Intake Form responses and overall student interaction, we have a average of 42 students (43 Fall, 41 Spring) with an avg. of 22 females, avg. of 18 males, and 2 non-binary students. Of the 28 Intake Form responses, 20 students identify as Black or African America, 5 students identify as of mixed race (Black and other), and 3 students of other racial groups (White or American Indian). While this is merely recorded data directly from students, it is safe to say that roughly 83% of Umoja Students across both Fall and Spring identify as Black or African American. These numbers are a sizable increase from the 22/23 academic year and reflect a lot of the effort that has been put into revitalizing the program. Our Black student population is disproportionately impacted and makes up for less than 10% of the student population. By grasping our students in the Umoja Program and helping to alleviate the obstacles and barriers they experience, we aid the campus community in supporting a vastly marginalized community. Many Umoja Students have reported that they sought out the program to identify community, familiarity, and culturally relevant/competent educational experiences. There are some gaps in equity that have proved as challenges for Umoja Students this academic year. From homelessness and food insecurities to needing to work full time, outside factors have presented themselves as barriers prohibiting students from reaching success or retained enrollment. The help of programs like Promise, DSPS, NextUP, Fast Scholars, EOPS, and STAR Trio have provided additional support in alleviating the barriers expressed by our students. As this student group is a minority/historically disadvantaged population, challenges they face tend to have much more significant impacts on them. The shortcomings of some Umoja Students can also be contributed to a lack of preparation; their involvement has given them additional support and encouragement to return for the spring semester enroll and persist, but it is worth acknowledging that this general lack of preparation and exposure plagues many of our students. By allocating resources like courses, spaces, materials, and events for Umoja Students, we can provide a culturally relevant experience that is rooted in the Umoja Programs Afrocentric educational philosophy that prioritizes our students' needs and catapults them into success and self-actualization.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Collaborative conversations have taken place with our Black Studies department and Counseling Department Chair regarding important courses fundamental to the success of our students. The English and Personal Growth disciplines have been the key highlight, while creating room to support our Black Studies courses as well to satisfy GE and even major requirements. A more structured conversation needs to take place between the coordinator, Black Studies department, and Counseling Department Chair regarding newly expressed sequences and course options. During this conversation, specific learning outcomes are to be identified and paired to the Umoja Practices, as well as reflect the educational philosophy, to instill the most we can into Umoja Students. The PERG 120 course is in alignment with the Personal Growth discipline as it focused on time management, critical thinking skills, interpersonal, professional, and communication skills. Umoja Students in the PERG 120 course are expected to demonstrate a proficient understanding of the presented material and display competency through completed and proficient coursework. Greater collaboration needs to take place to identify and ensure the learning outcomes of the English, Black Studies, and other Umojafied courses that our students in enroll in. District wide success metrics regarding course completion have been discussed, and further implementation is planned.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
To engage in practices that impact the above data trends and equity gaps, the Umoja Program has made concentrated and intentional efforts to employ holistic approaches to its cohort of students. The coordinator and LCOM instructors set up recurring meetings to discuss student needs, gauge success, and identify room for

improvements. To create mor opportunity for students, instructors working with the program have offered to reserve a limited number of spaces in their courses for Umoja Students. Upon completing an interest form, each student is individually contacted and conversed with about their goals, background, and intentions in the program. Learning more about the needs of students in this manner increases the level of quality and connectedness for the students, addressing the desires expressed by students seeking out the program. By engaging in holistic practices - prioritizing growth and correction over punishment, employing restorative justice when applicable and creating second chances - the program creates a welcoming space for students meant to foster their development and encourage development.

What other factors (internal or external) might also impact the above data trends and equity gaps?
We continue to anticipate changes to GE patterns regarding CALGETC and the potential threat it poses to the PERG discipline. This transferrable course is fundamental to the development of students' skills to be successful long term. Altering the transferability of this course may cause it to be less lucrative for students, causing them to miss out on the vital skillset expansion brought forth through the curriculum. Umoja Students who have taken the PERG 120 course have been expressing gratitude for the topics explored, and altering these courses can lead to other students missing out on valuable development. Additionally, the prolonged process of having our NOVA application approved from the Umoja Community Program Foundation halts the ability to fund vital resources like tutoring, conference attendance, and more. Learning what an approved plan looks like will be useful in ensuring future approval in a timely manner.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
Yes

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
Yes

Review Outcomes Report. Review the unit’s outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.
As we have made progress towards our outlined outcomes assessments, the Umoja Program has identified growth and shortcomings in the relevant areas. Capturing data as it relates to students merely participating in the program and its various aspects has been simpler, with most notable struggles regarding the categorization of supporting documents such as education plans. The biggest struggle in capturing data to meet the SSOs has been relying on student input. I have noticed a trend that is lacking student feedback via email, so this anticipated struggle came to fruition when data was requested from students. Ultimately, we are on track with having identified data points to capture and inspect that should speak to the planned SSOs for the Umoja Program during the broader program review process.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
Yes

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Summary and Reflection

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

The Umoja program has become well situated after the shift in leadership during the 2022/2023 academic year. Our goals in increased program enrollment, and established Learning Community, and course availability have been met through the available English, Personal Growth, and Black Studies courses. Our enrollment has grown to 130 and counting students who are enrolled and participating in the program. We have introduced two new instructors to our team for English and Black Studies, Dr. Krstyle Marshall Jones and Marcus Taylor, for ENGL C1000/C1000X and BLAS 100. Our students have continued to sustain and develop connections with programs and resources like TCE, the LRC, EOPS, STAR Trio, NextUP, Fast Scholars, and more. We are also pleased to report that our program has hired a full-time Counselor/Coordinator to meet the needs of programming, coordination, and counseling. This new level of support has been instrumental in helping advocating for the needs of the program, including the push for a Village Space as indicated in our MOU. During the Spring 2025 semester, the KUP Unity Village was unveiled and had its grand opening, which would then house various events and programmatic components for the Umoja program. We have consistently grown and developed in alignment with our outlined goals.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

We have continued to work on establishing the culture of the program not just for participants and practitioners, but across campus and Umoja remerges as a program. Attending trainings such as the Winter Coordinator's Retreat and Summer Learning Institute, alongside conferences like the Umoja Conference have helped to reinforce the statewide structure here at Mesa College. Our courses are reinforcing the use of Umoja Practices, infusing 18 Practices that guide the work and scope of the program for participants and practitioners. We are still aiming to increase continuity between courses with the new expansion of our Learning Community instructors and courses.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Hire a New Umoja Coordinator

Unit Goal: Hire a full time Umoja Coordinator and part time co-coordinator to help meet the coordination, programming, and counseling needs of the program.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Archived **Action Plan:** 1. Creating an “Umoja Bridge” aspect of the program to inform local feeder schools of the resources available for their graduating students. 2. Including Umoja in the campus Outreach efforts as a program and resource available to students for academic and personal development. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/20/2023 **Action Plan Update**: 1. Creating an “Umoja Bridge” aspect of the program to inform local feeder schools of the resources available for their graduating students. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active	

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Identify a timeline to hire a full time Umoja Coordinator **Action Plan Cycle:** 2023 - 2024	

Enrollment

Unit Goal: Identify and enroll at least 25 students in the Umoja program and Learning Community by the beginning of the 23/24 academic year.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Completed **Action Plan:** 1. Individually meeting with students upon completion of interest forms to gauge commitment and area of program participation. 2. Providing add codes to students who qualify for Learning Community courses. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Submission Date**: 11/20/2023 **Action Plan Update**: 1. Taking time in each semester/academic year to create space for a discussion with students regarding their needs and experiences for intentional work to take place. **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed **Submission Date**: 11/20/2023 **Action Plan Update**: 2. Incorporating this qualitative data as an additional means of reporting on student success in instances where numbers do not translate as well (student satisfaction, sense of belonging, positive interactions, etc.). **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed

Umoja Village Space

Unit Goal: Work to identify and begin opening a dedicated Umoja Village Space on campus for Umoja students and Umoja related activities.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/20/2023

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: 1. Identifying an available space on campus that is accessible and will accommodate the needs of the program and its students. 2. Hosting Umoja activities – Study Jams, tutoring, Porch Talks, etc. – in this space to promote sense of belonging in engage in acceleration. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: 1. Identifying an available space on campus that is accessible and will accommodate the needs of the program and its students. **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed **Submission Date**: 11/20/2023 **Action Plan Update**: 2. Hosting Umoja activities – Study Jams, tutoring, Porch Talks, etc. – in this space to promote sense of belonging in engage in acceleration. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Completed **Action Plan:** Submit Affinity Space Requisition form to request that a space on campus be provided to meet the need of the Umoja Village Space **Action Plan Cycle:** 2023 - 2024	