

Student Services Program Review 2019/20 UPDATE

Mesa Academy/UMOJA

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General Information (Student Services Program Review 2019/20 UPDATE)

2019/20 Student Services Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

A.

Name of Lead Writer: Michael Temple

Name of Liaison: Melissa Williams

Name of Manager/Service Area Supervisor: Ailene Crakes

B.

List of all Umoja Counseling, Instructors, and staff support

- Thekima Mayasa, Black Studies
- Candace Katungi, Black Studies
- Paula Johnson, English
- Alison Damoose, Math
- Sakeenah Gallardo, Communications Studies
- Judy Sunday, Terrence Hale, Leroy Johnson, and Raquel Soujourner, Counseling
- Raymond Arellano, Staff

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Student Services Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018-2019 Goals for Mesa Academy/UMOJA

ACTION PLANS FOR GOALS (REQUIRED)

Actions

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Student Services Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Student Services Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Student Services Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Mesa Academy/UMOJA

(REQUIRED) Program name

Umoja-Mesa Academy Program

(REQUIRED) Are you on target with your assessment schedule?

Yes. The current Umoja SSPO's will remain the same and implementation of them are ongoing. The Program Coordinator assesses the outcomes on an annual basis and shares the data with the the Counseling Department Chair and Counseling Department Dean and Umoja Statewide as well.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

The completed assesment revealed a need to add math as a Learning Community option, challenges in student recruitment, and there is a need for African-American students to have access to the supports provided through the Umoja program.

(REQUIRED) Based on your assessments, what resource needs have you identified?

The success of the Umoja at Mesa College is predicated on having a consistent foundation of student recruitment. The ideal way to ensure student enrollment is through a fully executed MOU with San Diego Unified School District to ensure collaboration and coordinated of student transition planning from 11th and 12th grade students to enroll in the Umoja program at Mesa College.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: Mesa Academy/UMOJA

Program Name

(REQUIRED) Type your program/ service area name.

Umoja-Mesa Academy Program

Part A: In this section, please analyze your program/service area in terms of one metric of student success. Start by disaggregating the available data by race, gender, and any other parameters of interest for the metric and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity at the program level or specific service level by race/ethnicity?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Annual Program Outcomes: Umoja Community Compared to General Campus

Umoja Community (2016-17 vs. 2017-18)

- Retention Rate: 89% increase to 92% = +3% (Umoja higher than General Campus by +6%)
- Success Rate: 75% increase to 77% = +2% (Umoja higher than General Campus by +6%)
- GPA: 2.72 decrease to 2.68 = -.04 (Umoja lower than General Campus by -.08)

General Campus (2016-17 vs. 2017-18)

- Retention Rate: 85% increase to 86% = +1%
- Success Rate: 70% increase to 71% = +1%
- GPA: 2.71 increase to 2.76 = +.05

Annual Program Outcomes: Umoja Community African American Compared to General Campus African American

Umoja Community - African American (2016-17 vs. 2017-18)

- Retention Rate: 88% increase to 93% = +5% (Umoja higher than General Campus by +11%)
- Success Rate: 70% increase to 78% = +8% (Umoja higher than General Campus by +18%)
- GPA: 2.53 increase to 2.67 = +.14 (Umoja higher than General Campus by +.32)

General Campus - African-American (2016-17 vs. 2017-18)

- Retention Rate: 80% increase to 82% = +2%
- Success Rate: 58% increase to 60% = +2%
- GPA: 2.31 increase to 2.35 = +.04

Annual Program Outcomes: Umoja Community African American Males Compared to General Campus African American Males

Umoja Community - African American Males (2016-17 vs. 2017-18)

- Retention Rate: 91% increase to 93% = +2% (Umoja higher than General Campus by +12%)
- Success Rate: 73% increase to 80% = +7% (Umoja higher than General Campus by +25%)
- GPA: 2.39 increase to 2.76 = +.37 (Umoja higher than General Campus by +.62)

General Campus - African-American Males (2016-17 vs. 2017-18)

- Retention Rate: 79% increase to 81% = +2%
- Success Rate: 54% increase to 55% = +1%
- GPA: 2.14 increase to 2.14 = No change

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Based on the following attributes, Umoja at Mesa College has seen an increase in retention, persistence, and lessening the equity gap.

1. Having leaders dedicated to transformational change

Mesa College has put people into leadership positions - strong leaders who are willing to stay and see through long- term goals in order to bring about lasting institutional change.

2. Fostering a welcoming environment

Our college leaders, faculty, and staff strive to make prospective, admitted, and enrolled students feel welcome through celebratory admissions events for specific student populations and by intentionally building a racially, ethnically, and economically diverse student class. We help students navigate the educational system and outreach to particularly vulnerable populations like first generation students.

3. Supporting the transition to and through college

Umoja staff raise awareness around, and help students access, financial and other resources in high school and once enrolled. We identify ways to streamline processes and systems to improve access to resources, from guided pathways and onboarding processes to summer bridge programs that help students acclimate to college. Through our learning community design, we reduce hurdles in course registration, financial aid, and counselor access.

4. Providing broad academic and socio-emotional supports

Umoja faculty and staff provide enrolled students ongoing supplementary, personalized academic and non-academic support services. We identify students' needs and ensure they don't "fall through the cracks" by using academic early alert systems and structured interventions. And we support Umoja community group and multicultural interactions through the celebration of African American culture and accomplishments.

5. Streamlining and expediting the academic experience at community colleges

The Umoja Coordinator uses multiple measures to streamline course placement and remove other barriers preventing students from transferring and/or completing their degree. Mesa College has redesigned developmental education courses as corequisite courses that are college-level while providing targeted supports to boost student learning. And, the college has revised course prerequisites and created new course sequences to ensure early student success.

6. Diversifying faculty and training faculty/staff around bias

Mesa College Leaders in Student Services and Instructional Services have made strides recently to employ faculty and staff who reflect students' backgrounds and experiences. Mesa College has also used Equity funding to provide trainings that "set the table" for conversations that support diverse learners and close achievement gaps, including facilitated inquiry into culturally relevant pedagogy and curriculum.

7. Developing relationships with community partners and institutions

Mesa College leaders have made strides to develop relationships with other entities supporting the school-through-career pipeline, particularly with San Diego Unified School District through the annual African American College Summit. Leaders from community colleges and universities have partnered to facilitate transfer preparation. Postsecondary leaders have also partner with nonprofit organizations such as the San Diego Workforce Partnership and the United Way to improve college preparation and access, financial aid, and mentorship.

(REQUIRED) A3. What factors might have influenced these results? What are your most significant findings?

Umoja Community at Mesa College was successful at deepening the implementation of equity related pedagogical practices in the Learning Community courses. Some changes made include:

1. ENGAGE IN PROACTIVE ADVISING

Young men of color are more likely to feel they belong and are more likely to succeed academically if someone makes a point of contacting them, forms and sustains a personal relationship with them, and connects them with resources on campus. Advisors or counselors should meet with students at regularly scheduled intervals and check in between meetings through “high-touch” forms of support like text messaging.

2. CULTURALLY RELEVANT CURRICULUM AND PEDAGOGY

The statewide Umoja support organization has created intensive week-long training conferences, which several of our learning community professors have attended. This training has helped them better connect with students and to implement culturally relevant curriculum and pedagogy.

3. STUDENT GROWTH AND NETOWRKing OPPORTUNITIES

The purpose of the Regional Symposia is to bring together Umoja program faculty, staff, and students to learn from each other “in community.” Symposia are a one-day INDABA (a deep discussion) focusing on topics designed to strengthen Umoja programs and share culturally responsive strategies with community college practitioners. The Symposia provides current Umoja practitioners an opportunity to network and explore strategies to strengthen their programs. Students also gather and have a chance to share their perspectives on how Umoja educators can best serve them.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Umoja is consistently focused on equity. The Umoja Guiding Principles are based on creating a more successful, enriching, and equitable experience for African-American students in community colleges. Specifically some of the new efforts implemented in include the student-led panel series for all the campus community to engage in called the "Real Talk Series" - which is intended to give African American students a voice by providing a dedicated forum and space on campus to share their academic and social experiences directly from the student perspective. Other equity-focused initiatives include a strong focus on celebrating African-American culture and achievements during Black History Month. The Coordinator and other affiliated Umoja Professors consistently engage in collaboration and training with other Umoja Communities across the state share effective practices and receive feedback on program implementation and outcomes.

(REQUIRED) A5. How does your program contribute to the College’s identity of being a Hispanic Serving Institution (HSI)?

Not applicable at the moment

(REQUIRED) A6. Have you identified resource needs?

The program needs dedicated recruitment and outreach support to ensure students have access to the Umoja community principles and supports. Umoja students should also receive priority hiring as Peer navigators, priority enrollment for participants, and as the program continues to grow, an adjunct counselor needs to be assigned to help with all Umoja endeavors. In addition, it is imperative that the Umoja program has funding allocated to it's annual budget to attend statewide Umoja Conferences in the Fall and Spring semesters. These conferences provide our students with opportunities to engage in experiential learning and make connections with African-American thought leaders and like-minded peers. The connections bolster student confidence and open their eyes to opportunities available to them through the Umoja Community.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

The program goals do address the needs of the students. The goals are based on the student data outcomes, and because we have experience consistent success with African-American students, we believe the goals are well designed and intentioned to drive the resources and campus actions needed to ensure our African-American students are served by the campus community so they can have equal access to college and career opportunities and achieve success in their chosen path.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

The focus of Umoja is to provide African-American students enrolled at Mesa College to achieve academic success in order to transfer to a 4-year college or university, earn a certificate that helps them advance their career opportunities, or achieve an associate's degree commensurate with their academic goals and plan. This is achieved through career and counseling services, personal growth classes, assist students in developing their reading and writing skills, and provide students with an equitable education in order to increase their academic success.

Umoja has achieved strong results and positive outcomes for our students. As you review the achievement data, you will see that students who participate in Umoja consistently over their Mesa academic career, out-perform their counterparts on all factors, including, GPA, persistence, and transfer.

Next steps are to continue with the program supports and improve outreach and recruitment so more African-American students are aware of and are able to participate in the program.