

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		The UMAP/Umoja program experienced a shift in leadership during our 2023 academic year, which complicated the revival phase of our program. However, after the leadership shift we identified the Learning Community courses expected to be offered in the Fall 2023 and Spring 2024 semesters. The cohort will take English 101X and Personal Growth 120 in the fall semester and continue their learning together in English 205 in the spring. Additionally, students are recommended and expected to take Black Studies 140A and 140B subsequently if not completed. Other classes that meet IGETC, CSUGETC, and General Education requirements will be planned accordingly per Umoja student to ensure their academic completion and compliance. As we move forward, rebounding from the effects of

		Covid and remote learning, the struggle still remains of returning to full operating status as a program. In attempt to increase campus visibility and involvement, we have successfully collaborated on several events with other Black student support initiatives and groups on campus. Additional agreements made in our MOUs from the Umoja Program – a full time Coordinator and Village Space – still need to be met to effectively run the program in a sustainable manner.
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.	Optional	Anticipating the upcoming changes regarding AB-1705, we are preparing to bolster our cohort with additional resources and support to better equip our students. The Personal Growth class is prepared to increase enrollment cap from 25 students to 35, an increase in comparison to previous expected enrollment.
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	The Umoja Program is providing funding in for programs that complete and comply with the MOU agreements. This funding creates the opportunity for our program to pay for resources and events, such as tutoring, educational supplies, college visits, conferences, expos, and campus events. Umoja plans to utilize this funding to grow the cohort size, increase student retention, and provide immersive culturally relevant experiences for students in the program.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	From the perspective of new leadership, it is hard to identify any trends in the program as of now. Areas where processes are to be implemented and practiced seeking out positive trends are in program enrollment, counseling appointments, and alignment to student learning outcomes. The classes taught through Umoja are meant to follow the Umoja Program's Practices – 18 practices that

	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	foster the development of students and educational journey. Ensuring this embedment into the framework of the Umoja courses our students take is important and expected to foster a positive trend in retention, student satisfaction, and course completion. We also hope to increase enrollment in a positive trend for our Black, African and African American students as a result of the program doing well.
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	Institutional Data for Fall 2022 shows that 1,183 of 18,186 (7%) of enrolled students were African American. This student population is disproportionately impacted; they make up for less than 10% of the student population but have reported several instances of isolation, discrimination, and exclusion. The efforts of Umoja are to intended to increase our Black student enrollment and retention, provide a quality education rooted in the Umoja Program's Afro-centered educational philosophy, and provide the needs necessary to catapult our students into self-actualization.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	As the recently instated program Coordinator, I have yet to have be involved in the department wide discussion surrounding learning outcomes data. However, the discussions between Coordinator and Department Chair of Counseling have been aimed at addressing the need to meet District student success metrics and acceleration (completion of English and Math in first academic year) to promote retention, completion and increased transfer rates. We have also discussed the need for alignment between courses planned for cohort students during counseling appointments and the available courses within the Learning Community; there is an aim at creating continuity and consistency for the upcoming cohort and any others to come.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	Umoja co-coordinators are planning meeting times with the Umoja Learning Community instructors to discuss the progress of the students, as well as identify any potential concerns or room for improvement.

<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>As we anticipate more legislative changes (implementation of CALGETC), this poses a threat to Personal Growth courses and personal development that is a core component to our program. Removing this course is a cause for serious concern, as our students utilize PERG courses to become prepared to be successful college students, foster and develop a number of skills, and build a community that is alongside them in their academic journey.</p>
<p><i>Unit Goals and Action Plans</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Unit Goals</p>	<p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>	<p>Goal 1: Hire a full time Umoja Coordinator and part time co-coordinator to help meet the coordination, programming, and counseling needs of the program. Goal 2: Identify and enroll at least 25 students in the Umoja program and Learning Community by the beginning of the 23/24 academic year. Goal 3: Work to identify and begin opening a dedicated Umoja Village Space on campus for Umoja students and Umoja related activities.</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p>	<p>Goal 1: Establish and develop a relationship with local feeder schools to expand program visibility and outreach for incoming students.</p> <ul style="list-style-type: none"> SO: Pathways and Partnerships <ul style="list-style-type: none"> - Expand partnership with K-12 institutions to enhance program offerings and increase access for minoritized students. SO: Community <ul style="list-style-type: none"> - Increase opportunities to be an asset and resource to the external community. <p>Goal 2: Create and embed recurring panels, forums, and focus groups to inform the work that needs to be done on behalf of the program.</p> <ul style="list-style-type: none"> SO: Stewardship <ul style="list-style-type: none"> - Increase student access and efficiency by coordinating schedules among departments/disciplines. SO: Community

		<p>-Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing.</p> <p>Goal 3: Identify a sustainable space on campus for an Umoja Village space where cohort students will engage in activities and scholarship.</p> <p>SO: Completion</p> <ul style="list-style-type: none"> - Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity. <p>SO: Community</p> <ul style="list-style-type: none"> - Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion.
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1</p> <ol style="list-style-type: none"> 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. <p>Goal 2</p> <ol style="list-style-type: none"> 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. 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.). <p>Goal 3</p> <ol style="list-style-type: none"> 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.

Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No
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