



# Welcome to Program Review

Merritt College - 2019

Sankofa - Service Area or Special Program

Annual Program Update

## Program Overview

**Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.**

Umoja-Sankofa Student Success Community aims to increase the success, persistence and graduation rates of African, African American and other students through tailored classes, academic counseling, tutorial support and activities. The mission is to serve as a critical resource for enhancing the cultural and educational experiences of African, African American and other students. We deliberately and intentionally recognize student voices, social realities and histories. Umoja-Sankofa promotes self and community empowerment through an affirming atmosphere and culturally-responsive curriculum specifically focused on the Black experience. Reduce equity gaps for disproportionately impacted groups by 40%.

### Program Total Faculty and/or Staff

#### Full Time

Tauheeda Anderson Project Manager  
Derrick Ross Academic Counselor  
Tauheeda Anderson Coordinator  
Derrick Ross Counselor

#### Part Time

**The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.**

Improve student access to college programs and services; Increase and balance student equity and diversity in college programs and services; Improve success by closing the performance gap and mitigating disproportionate impact for identified target groups. : Increase the number of students obtaining a degree or certificate who are below the .85 level: Degree: African American, American Indian/Alaskan Native, And Foster Youth. Certificates: African American, American Indian/Alaskan Native, Hispanic/Latino, Foster Youth Transfer: Increase the overall college transfer rate to aim to reach 1.0 level for groups not achieving this level: Focus on under-represented populations to CSU and UC: • African American • Hispanic/Latinos • American Indian/Alaska Native • Low income. The Basic Skills Initiative supports academic achievement and personal development of students who are building their reading, writing, critical thinking and mathematical skills to succeed in college-level work through excellent academic programs and comprehensive support services. • To address the absence of a campus-based academic and counseling oriented program specifically designed to target the African American student population, the largest racial group at Merritt. • To align critical study skills training needs, to provide documented methods for improving student academic preparation and development, and as a programmatic service for the • To provide seamless services and resources to current and prospective students to support successful entry, placement, progression, and achievement of their educational goals. To promote student success, we collaborate with and support our college-wide and community partners. Delivery of culturally relevant counseling and programming primarily to students of African descent, but open to all students. • Third, to provide documented support services designed to increase student retention and completion rates of this specific cohort of students. In addition to the mission of our Campusâ€™ Sankofa program, the program is also part of the larger Umoja Community with similar programs at various California Community Colleges. The mission for Umoja is as follows: 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.

PCCD Strategic Goals 2020-2021 Merritt College Goals

- A: advance Student Access, Equity, and Success-Create an environment of exceptional student access, equity and success.
- B. Engage and Leverage Partners-Engage our Community through respectful dialogue to create partnerships and opportunities for our students
- C. building Program of Distinctio-Creates and implement effect innovative programs that meet the diverse needs of our community
- d. Strengthen Accountability Innovation and Collaboration-Through Collegial Governance, support institutional communication, innovation, and interdisciplinary collaboration
- E. Develop and Manage Resources to Advance Our Mission-Develop human, fiscal and technology resources to advanced and sustain our mission

Status

Completed

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

1. Course Completion Rate: Term percentage of credit course enrollment where the student receives a grade of "C" or better 70%
2. Student Retention (Fall to Spring Persistence) Temp percentage of students who are enrolled on or after census date in the fall term of the subsequent academic year 55%
3. Associate Degree Completion: Number of degrees earned in an academic year Spring 2020: 50
4. Certificate Completion: Number of certificates earned in an Academic year TBD
- 5: Transfer to 4-year Institution: Number of first-time College students tracked over 6 years who transfer 175

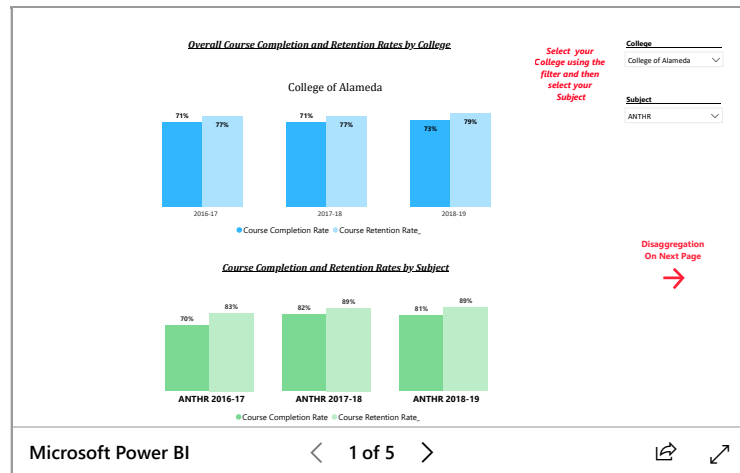
### Describe your current utilization of facilities, including labs and other space

Umoja-Sankofa Villiage, Welcome Center, Huey P. Student Lounge, Learning Center, Computer Lab facilities are utilized for seminars, academic workshops, instructional laboratories, computer laboratories, cybraries and other spaces used principally for the purpose of delivering formal instruction to our students. workshop for students relating to transfer such as: Basic in Transferring: Having this workshop is important for students to be more prepared in transferring. It may also assist in increasing the transfer rate for MerrittCollege. Transfer Admission Guarantee (TAG): Many students do not know about Transfer Admission Guarantee to the University of California. Thus, having the TAG workshop will assist students in being more prepared for TAG since there are certain requirements students will have to meet in order to be qualified for TAG. Private/Out of State College: To inform students about the opportunities in transferring to private schools. Associate Degree in Transfer: Many students are not aware of AD-T thus having a workshop will inform students on the requirements and policies of AD-T. Accepted Now What: I have seen students who have been accepted but forget to turn in their transcripts or IGETC/CSU certification. Thus, having this workshop will assist students in gaining more knowledge of what they need to do once they are accepted to 4-year institutions. Cross-collaborations - I would like to collaborate more with other Transfer Center Directors in the Peralta Community College District. For example, doing a joint college tour, holding transfer events, and having the best practices meet. - I would also like to collaborate with other student services programs on campus so that I could present to their students about transferring and Umoja-Sankofa resources. For example, collaborating with the EOPS, DSPS and CalWorks program to inform their students about transferring. Many of these students are first in their family to attend college, low income and are coming from a disenfranchised environment, therefore they may not know what it means to transfer. College Tours - Providing more college tours to students so that they are able to learn about the different 4-year institutions in California. See the environment of a 4-year institution. To get them motivated to transfer out of Laney College. The Welcome Center should offers workshops to assist students with transferring such as UC/CSU application drop-in hours, UC/CSU application workshops, personal insight questions workshop, transfer basics, transfer admission guarantee workshop and drop-in hours. Also, in the spring semester transfer center would take students to UC Davis for the Discover UCD Day so that students are able to attend transfer, financial aid, and stem workshops. Assembly Bill AB705- Peer Advisors/Advocates, Mentors, Tutors, Computers, Available Space (Africana Center)

## Program Update

### Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



**Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.**

The Umoja-Sankofa serves disproportionately impacted students that come from Low Socio-economic backgrounds, Did not receive a High School diploma or GED, First Generational student (Parents never attended college), English is their 2nd language, Single parents (timed out from CalWORKs services), Dream act Students, Disabled Students, members of under-represented group (Black African Males/Females), LGBT (All), Remedial Math/English. Foster Youth (That has not served a day in foster care at the age of 16, and do not meet the eligibility requirements for NextUp). Increase overall college retention rate to improve course completion for African Americans in Mathematics and English. Improve Fall to Spring course completion rates, particularly for African American and Hispanic/Latino students. Increase the placement of students directly in transfer-level English and Mathematics courses through the adoption of placement tests, other student assessment indicators and related policies that include multiple measures. Accelerate student completion of transfer-level English and Mathematics courses by shortening course sequences for underprepared students. Increase student completion of basic skills and gateway transfer-level courses by providing pro-active student support services that are integrated with instruction. The advance student access, equity, and success are to create an environment of exceptional student access with embedded tutoring, mental health advising, Book service, and providing a safe space for students to reach their full academic potential have noted in the increased number of course completion rate from 60%-77% in 2018-2019. This increase will be a continuing progression that provides seamless services and resources to current and prospective students to support successful entry, placement, progression, and achievement of their educational goals. To promote student success, we collaborate with and support our college-wide and community partners. delivery of culturally relevant counseling and programming primarily to students of African descent, but open to all students.

**Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).**

After interacting with the Sankofa coordinator, students will be able to demonstrate their awareness of the services provided by the Sankofa/Umoja program.

Method: Sankofa/Umoja SAO Survey, Q. #1

Â·Method description: The Sankofa/Umoja SAO Survey, is designed to confirm that students have learned the necessary information to qualify and remain compliant for Sankofa/Umoja services. SLO#1 is being measured with Q#1.

Q#1: I am aware of the services provided by the Sankofa/Umoja program.

Criteria for Success: Students will be able to answer correctly at least 80% of the questions contained in the Sankofa/Umoja SAO Survey, specifically questions #1 and #6.

Once data has been collected with surveys or other method, complete the following questions:

Â· How many students/users utilized your service in Fall/19? 205

Â· How many students/users answered the survey/data source? 75

Â· How many met your expectations? 90%

Â· What were the results of the assessment?

N: 75 students

Awareness of minimum units for Sankofa compliance

Â· Description: After interacting with the Sankofa coordinator, students will be able to demonstrate their awareness of the minimum units they need to maintain in order to become eligible and remain compliant to receive Sankofa/Umoja services.

Method: Sankofa/Umoja SAO Survey, Q. #6

Â·Method description: The Sankofa/Umoja SAO Survey, is designed to confirm that students have learned the necessary information about the minimum units they need to maintain in order to become eligible and remain compliant to receive Sankofa/Umoja services. SLO #2 is measured with Q#6.

Q#6: I understand the minimum number of units that must be completed and the minimum GPA requirement that I must complete each semester to remain in compliance for Sankofa/Umoja services.

Criteria for Success: Students will be able to answer correctly at least 80% of the questions contained in the Sankofa/Umoja SAO Survey, specifically question #6.

Once data has been collected with surveys or other method, complete the following questions:

Â· How many students/users utilized your service in Fall/19? 205

Â· How many students/users answered the survey/data source? 75

Â· How many met your expectations? 90%

Â· What were the results of the assessment?

N: 75 students

**Describe the outcomes and accomplishments from previous year's funded resource allocation request.**

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
Book Loan Services		5,000	The numbers have increased due to greater in-reach, program activities and events. Additionally, greater effort was made in developing collaborations with BSU, Associated Students of Merritt College (ASMC), and Ethnic Studies and other academic and Student Services programs.

Food for Needy Students	2,000	The program provides snacks for students throughout the year and during finals (Fuel Up for Finals) the amount of food is increased allowing students to focus on their academic achievements rather than be hungry. Some of the other activities included are the following: Meet, Greet & Eat, Holiday Luncheons, and End of the Year Celebrations, financial assistance for student caps, gowns and Kenta cloths, transportation, Workshops, Mental Health Support, Book.
Transportation	3,000	The greatest challenges would be consistent and adequate funding that would lead the program to be becoming institutionalized. Additionally, increasing student participation in various activities is challenged by the fact that we don't currently adhere to an official college hour. Many of our students are facing very personal and basic issues such as food, housing and transportation. We are currently unable to address either of these issues.

**In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.**

Improvement Actions                      Improvement Action

**Improvement Action**

Action Item	Description	To be completed By	Responsible Person
Retention/Completion AS-T/ADT Degrees	During the past year, Umoja/SANKOFA has expanded its services and activities to provide a more enriched experience for the student population served. It includes the SANKOFA Village, Orientations at the beginning of each semester, collaborations with Financial Aid staff and Admissions and Records staff, academic counseling which includes the development of SEPs and transfer guidance and field trips: attendance at the Umoja statewide conference (Oakland) and the year will be concluded with an HBCU tour where four of our students will be accepted on the spot for the fall of 2020.	1/15/2020	Tauheeda Anderson

**Resource Request**

Supplies	Books, Magazines and Periodicals	
Description/Justification		Estimated Cost
Book services for Students/ Textbooks		10000

**Resource Request**

Other	Other	
Description/Justification		Estimated Cost
Food for Needy Students		10000
The program provides snacks for students throughout the year and during finals (Fuel Up for Finals) the amount of food is increased allowing students to focus on their academic achievements rather than be hungry.		

**Resource Request**

Supplies	Instructional Supplies and Materials
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Description/Justification	Estimated Cost
Supplies for Students	10000
1. Pens	
2. Pencils	
3. Markers	
4. Highlighters	
5. Paper clips	
6. Tape	
7. Erasers	
8. Stamp pads	
9. Ink for stamp pads	
10. Paper products	
11. Spiral notebooks	
12. Writing pads	
13. Post-it® notes	
14. Phone message pads	
15. Laser printer paper	
16. Copy paper	
17. Fax paper	
18. Graph paper	
19. Colored paper	
20. Pocket notebook	
21. Filing supplies	
22. Manila file folders	
23. Hanging file folders	
24. Pocket folders	
25. File labels	
26. Index dividers	
27. Tabs	
28. Stationery/ mailing supplies	
29. Letter envelopes	
30. Catalog envelopes	
31. Padded envelopes	
32. Shipping paper	
33. Shipping labels	
34. Disk mailers Three-ring binder (\$7, amazon.com)	

**Resource Request**

Personnel

Classified Staff



% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
50	Additional staffing needed to operate program/coverage	30000	0
<b>Total Costs</b>			
30000			

**Resource Request**

Technology and Equipment	New		
<b>Description/Justification</b>		<b>Estimated Cost</b>	
Computers/laptops for access to distance education		10000	

**Resource Request**

Professional Development	Department-wide PD needed		
<b>Description/Justification</b>		<b>Estimated Cost</b>	
if¼ Moving In-(Sankofa/Umoja students) - Access, Education Material, and Outreach participation. (increase Umoja/ Sankofa Students)		10000	
if¼ Moving Out- (Increase Sankofa/ Umoja Students) completion in AA (Associate of Arts), AS (Associate of Science, AAA (Associate of Applied Arts) and AAS (Associate of Applied Science) Transfer Degrees,CTE (Career Technical Education), and career readiness.			
if¼ Student Service New funding Formula - Comprehensive SEPâ€™s for all Sankofa Students			

**Resource Request**

Facilities	Offices		
<b>Description/Justification</b>		<b>Estimated Cost</b>	
Office material tables. chairs, confidential file security, cabinets, accommodation chairs for disabled students, facility safety & security products		10000	

**Resource Request**

Other Choose an Option

**Resource Request**

Other Other

Description/Justification	Estimated Cost
HBCU Campus Tour	20000
The outcomes that have been considered from this HBCU tour include:	
1.A commitment to complete the transfer and/or graduation requirements	
2. Understanding how to select a college outside of their known experiences	
3. Identify other variables for success	
4. Gain knowledge on how to navigate and connect with each college visited	
5. Further, stimulate learning toward higher education	
6. Students making a decision to attend an HBCU	
7. Students making a decision to transfer to a four-year college or university.	
8. Students gain increased knowledge of scholarship options.	
9. Students gain increased scholarship offers	
10. Students gain an understanding of the HBCU environment and culture.	
Students will visit a total of 6 - 10 HBCUs and additional historic landmarks and museums opening their eyes to a world of ideas, possibilities, and opportunities to which they may not previously have had access.	

**Resource Request Summary**

Total Cost: \$110000  
 Total Resource Request: 9

**Program Update**

Personnel					
Type	% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs
Classified Staff	50	Additional staffing needed to operate program/coverage	30000		30000
<b>Sub-Total: \$30000</b>					

**Professional Development**

Type	Description/Justification	Estimated Cost
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Department-wide PD needed	if¼ Moving In-(Sankofa/Umoja students) - Access, Education Material, and Outreach participation. (increase Umoja/ Sankofa Students) if¼ Moving Out-(Increase Sankofa/ Umoja Students) completion in AA (Associate of Arts), AS (Associate of Science, AAA (Associate of Applied Arts) and AAS (Associate of Applied Science) Transfer Degrees,CTE (Career Technical Education), and career readiness. if¼ Student Service New funding Formula - Comprehensive SEPâ€™s for all Sankofa Students	10000
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**Sub-Total: \$10000**

**Technology and Equipment**

Type	Description/Justification	Estimated Cost
New	Computers/laptops for access to distance education	10000

**Sub-Total: \$10000**

**Supplies**

Type	Description/Justification	Estimated Cost
Books, Magazines and Periodicals	Book services for Students/ Textbooks	10000
Instructional Supplies and Materials	Supplies for Students 1. Pens 2. Pencils 3. Markers 4. Highlighters 5. Paper clips 6. Tape 7. Erasers 8. Stamp pads 9. Ink for stamp pads 10. Paper products 11. Spiral notebooks 12. Writing pads 13. Post-it® notes 14. Phone message pads 15. Laser printer paper 16. Copy paper 17. Fax paper 18. Graph paper 19. Colored paper 20. Pocket notebook 21. Filing supplies 22. Manila file folders 23. Hanging file folders 24. Pocket folders 25. File labels 26. Index dividers 27. Tabs 28. Stationery/ mailing supplies 29. Letter envelopes 30. Catalog envelopes 31. Padded envelopes 32. Shipping paper 33. Shipping labels 34. Disk mailers Three-ring binder (\$7, amazon.com)	10000

**Sub-Total: \$20000**

**Facilities**

Type	Description/Justification	Estimated Cost
Offices	Office material tables. chairs, confidential file security, cabinets, accommodation chairs for disabled students, facility safety & security products	10000

**Sub-Total: \$10000**

**Library**

No Resources found for this category

**Other**

Type	Description/Justification	Estimated Cost
	Food for Needy Students The program provides snacks for students throughout the year and during finals (Fuel Up for Finals) the amount of food is increased allowing students to focus on their academic achievements rather than be hungry.	10000

**Other**

HBCU Campus Tour The outcomes that have been considered from this HBCU 20000  
tour include: 1.A commitment to complete the transfer and/or graduation  
requirements 2. Understanding how to select a college outside of their known  
experiences 3. Identify other variables for success 4. Gain knowledge on how  
to navigate and connect with each college visited 5. Further, stimulate  
learning toward higher education 6. Students making a decision to attend an  
HBCU 7. Students making a decision to transfer to a four-year college or  
university. 8. Students gain increased knowledge of scholarship options. 9.  
Students gain increased scholarship offers 10. Students gain an understanding  
of the HBCU environment and culture. Students will visit a total of 6 - 10  
HBCUs and additional historic landmarks and museums opening their eyes to  
a world of ideas, possibilities, and opportunities to which they may not  
previously have had access.

Sub-Total: \$30000

## Sign and Submit

**Please provide the list of members who participated in completing this program review.**

Tauheeda Anderson  
Tauheeda Anderson  
Tauheeda Anderson  
Tauheeda Anderson

**Please enter the name of the person submitting this program review.**

Tauheeda Andeson