

De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name:** Student Success & Retention Services/ Umoja Program
2. **Name of individual(s) completing the form:** Maurice Canyon
3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

[Please refer to the bottom of the page to see how feedback has been used.](#)

4. **Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).**

To strengthen Umoja recruitment efforts, the Umoja program intentionally reached out to the General Counseling Department and several key programs including the Office of Outreach, EOPS, Athletics, and MPS, to name a few. These departments often serve as the first point of contact for many of the students the Umoja aims to support, making their collaboration essential.

During the Umoja orientation, newly recruited students were also asked to complete the Umoja Student Agreement Form. This form includes 12 expectations that students must acknowledge and initialize. The purpose is to clearly establish program expectations before the start of the Fall quarter and to ensure the Umoja program can hold students accountable if expectations are not met.

The Umoja program continues to thrive and expand. The 2025–2026 cohort represents our largest recruitment class to date, with 31 new incoming students and an additional five (or more) continuing De Anza students who recently learned about the program and joined.

5. **Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).**

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Golden Four	Increase transfer readiness by supporting Umoja students in attempting and completing the Golden Four courses: ENGL C1000, ENGL C1001, COMM 1, and a transferable Math course within their first year.	Umoja Counselor	Umoja Faculty: ENGL Department, COMM Department Continued partnership w/ MPS	Degree Works Rate of persistence in cohort classes Active Division Pr ecision Campus	Number of students who have a comprehensive ed plan on file 30% of their Degree Works audit has been met. Check Ad and PC DW to check completion of Golden Four We monitored whether 100% of first-year Umoja students enrolled in the Golden Four courses and whether they successful	To proactively support students who may struggle, we implemented early intervention strategies. These include intentional check-ins with faculty during office hours and timely follow-up counseling appointments with the Umoja counselor to provide additional guidance and support. We also responded immediately when a student

					<p>y completed these courses with a passing grade within their first year.</p>	<p>showed early signs of disengagement, such as repeated absences within the first two weeks which ultimately resulted in losing only one student.</p> <p>This early outreach approach has strengthened our ability to intervene before challenges escalate.</p>
Transfer & Graduation tracking model	Develop more accurate tracking systems to monitor student transfer and graduation rates	Umoja Counselor/Coordinator; Associate Dean of Learning Communities	Umoja Faculty, Admission and Records, Institutional Research	Incomplete/working progress	Incomplete/working progress	Incomplete/working progress

	from 2023 to 2026.					
Establish a Core Team to Ensure Sustainable Instructors and Golden Four Course Offerings	Recruit Golden Four instructional staff to ensure consistency and faculty stability, supporting the Umoja cohort's success.	Umoja Counselor/Coordinator; Associate Dean of Learning Communities	Umoja Faculty	A confirmed commitment from faculty to teach Umoja Golden Four courses for 2–3 years, ensuring instructional continuity and stability.	Maintaining the same Umoja faculty for 2–3 consecutive years to ensure continuity and stability in the Golden Four course sequence.	ENGL Consistent COMM consistent Haven't established MAT faculty

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

<p>Increase the number of Umoja students that earn degrees and/or certificates.</p>	<p>Strengthen academic progress and completion of GE and major course work to increase the number of Umoja students who earn degrees and/or certificates.</p>	<p>Umoja Counselor</p>	<p>ENGL Dept COMM Dept MPS GE Faculty</p>	<p>Progress toward this goal will be monitored through Degree Works audits, quarterly Ed Plan updates, and ongoing counseling appointments to review students' completion of required coursework for their intended major. Additional indicators include the number of Umoja students who submit graduation applications, the number approved, and annual reports from A&R confirming degrees and certificates awarded.</p>	<p>This will be achieved through intentional counseling support, proactive progress monitoring, and coordinated interventions that keep students on track toward timely graduation.</p>

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved? Have not requested resources, done with funding

The Umoja program has not historically requested many additional resources, as it has had sufficient means to support its core activities. However, the program has identified a growing need for additional staffing specifically, a co-coordinator. The purpose of this role is to assist with programming, event planning, Umoja reports, and overall support for the Umoja community, ultimately enhancing the student experience.

The Umoja team has identified a potential co-coordinator who would be an excellent fit for the role; however, further discussion is needed to determine the position's responsibilities, structure, and compensation.

Through participation in regional meetings, statewide Umoja events, and practitioner trainings (including the Umoja Conference, Summer Learning Institute, and the Winter Coordinators' Retreat), De Anza's Umoja program has learned that many other campuses have 2–3 additional staff members supporting their Umoja teams. Adding a co-coordinator at De Anza would strengthen the program, expand its capacity, and create more opportunities for student leadership and development.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients. Leveraging resources to support low-income students.

Adding a co-coordinator to the Umoja program would strengthen the program, expand its capacity, and create more opportunities for student leadership and development. An additional co-coordinator would provide the primary counselor/coordinator with the time and support needed to develop new programming, collaborate more intentionally with departments across campus, and build partnerships with the local high schools and other Umoja programs throughout the Santa Clara region. With this added support, the Umoja program would be able to grow, deepen its impact, and better serve students who meet the criteria for being disproportionately impacted and low-income.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Umoja students will compose essays that demonstrate college-level critical thinking, writing, and research skills, including MLA documentation</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Umoja students will enroll in a set of cohort-based courses, including EWRT 1A and EWRT 2, during their first year at De Anza. To assess learning outcomes, course completion rates for EWRT 1A and EWRT 2 will be evaluated. Successful completion of these courses demonstrates that Umoja students have developed college-level critical thinking, writing, and research skills, including proper MLA documentation.</p>
<p>Summary of Assessment Results</p>	<p>After reviewing Active Division for EWRT 1A, 30 Umoja students enrolled in that course; however, 8 students withdrew or were dropped, and 4 did not pass. Overall, 18 Umoja students successfully completed EWRT 1A.</p> <p>After reviewing Active Division for EWRT 2, 22 Umoja students enrolled in the course, and three students did not pass. Overall, 19 Umoja students successfully completed EWRT 2.</p>
<p>Reflection on Results</p>	<p>Umoja's goal is for 100% of students who enroll in EWRT 1A and EWRT 2 to pass these courses on their first attempt. While this remains our aspiration, we recognize that this outcome is not always achieved.</p> <p>The Umoja counselor has observed that students who do not participate in Umoja Orientation and the SSRS Summer Bridge program tend to get off to a slower start compared to those who engage in these early support programs. Additionally, both the EWRT 1A/2 instructor and the Umoja counselor have noticed that</p>

	<p>students who request add codes during the first week of the quarter, rather than registering during their assigned registration time, tend to experience greater academic challenges than students who enroll on time.</p> <p>Furthermore, the EWRT instructor has observed an increase in AI usage in student writing. In response, the instructor implemented a writing assessment during the first week of the quarter and has transitioned to in-class blue book writing assignments instead of electronically submitted essays to better assess students' authentic writing skills.</p> <p>It is critical for Umoja students to complete their English requirements within their first year, as research indicates that early completion is strongly associated with long-term academic success, persistence, and higher transfer rates.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>To ensure that Umoja students develop strong college-level critical thinking, writing, and research skills including proper MLA documentation, the Umoja program will continue to require incoming freshmen to enroll in EWRT 1A and EWRT 2 as part of joining the program. The Umoja counselor will also continue meeting weekly with the EWRT instructor to review student progress, celebrate those performing at a high level, and develop targeted intervention strategies for students who may be struggling.</p>

Response to Question 3

Q1 Feedback:

Proper staffing for the Umoja program is essential to student success. Currently, one individual serves as the Umoja counselor, coordinator, and instructor; three roles that are typically stand-alone full-time positions at De Anza. Expecting one person to manage all three responsibilities is not considered a best practice for supporting disproportionately impacted students, nor does it align with De Anza's goals to close the achievement gap for one of the most vulnerable populations.

Through regional meetings, statewide Umoja events, and practitioner trainings, De Anza's Umoja program has learned that many campuses have two to three additional staff members supporting their Umoja teams, sometimes even more.

Adding a faculty co-coordinator to Umoja would significantly strengthen the program, expand its capacity, and create more opportunities for student leadership and development. This additional support would allow the primary counselor/coordinator the time needed to develop new programming, deepen relationships with local high schools and community organizations, collaborate more intentionally with campus departments, and build stronger partnerships with Umoja programs across the Santa Clara region. With expanded staffing, Umoja would be better positioned to grow, increase its impact, and more effectively serve students who are disproportionately impacted.

Q3 &Q4 Feedback:

To proactively address the trend of losing students who miss two or more classes within the first three weeks of the Fall quarter, the Umoja counselor and ENGL faculty have implemented targeted intervention strategies. On the first day of class, while reviewing the syllabus, the ENGL instructor intentionally highlights the attendance policy and shares examples of past attendance patterns that led students to withdraw. Communication is strongly emphasized, and students are encouraged to email the instructor if they will be absent.

When a student is absent without emailing, the ENGL instructor and Umoja counselor follow up in person to ensure the student is okay, reinforce the importance of communication, and review the attendance policy, particularly the maximum number of absences that could jeopardize their standing in the course. If absenteeism continues, additional interventions are implemented, including follow-up emails documenting missed classes, wellness check-in phone calls from the Umoja counselor, and mandatory in-person meetings with both the ENGL instructor and Umoja counselor are held to develop strategies to help the student get back on track.

Q5 &Q6 Feedback:

Umoja does have access to an Umoja Foundation fund; however, it is a shared account with SSRS and comes with limitations on how the funds may be used. When Umoja students experience an emergency or face unforeseen circumstances, they are encouraged to seek support through Basic Aid first.

Please email this form to your dean/manager.

10. Dean Manager Comments:

Overall, the Umoja Program continues to demonstrate strong progress in advancing student persistence, academic readiness, and equity through intentional counseling, cohort-based instruction, and proactive early-intervention strategies. The program's

largest incoming cohort to date, strengthened cross-campus partnerships, and focused support around Golden Four completion reflect meaningful growth and responsiveness to student needs. Assessment data and faculty–counselor collaboration underscore the importance of early engagement, consistent instructional staffing, and timely interventions in supporting student success. At the same time, the scope of responsibilities placed on a single counselor/coordinator highlights the need for additional staffing to sustain momentum, deepen partnerships, and expand programming. Investing in a co-coordinator position would strengthen Umoja’s infrastructure, enhance its capacity to serve disproportionately impacted students, and further advance De Anza College’s commitment to closing equity gaps and improving long-term transfer and completion outcomes.

I would also like to acknowledge the limited progress made on Goal #2 related to accurately tracking graduation and transfer outcomes. My commitment to the team has been to develop an Argos report that provides timely, actionable data to counselors, including key metrics such as enrollment activity, course success, unit accumulation, and overall academic progress. This report is intended to pull from multiple systems to deliver a comprehensive, summarized snapshot of each student’s status. Progress has been delayed due to capacity and timing constraints on ETS’s end as we work through the conceptualization and development of the report; however, it remains a priority, and I am committed to seeing this reporting tool completed before the end of the current academic year.

11. Vice President/Associate Vice President Comments:

The Umoja Program continues to demonstrate strong leadership in advancing persistence, transfer readiness, and academic success for disproportionately impacted and low-income students. The largest incoming cohort to date reflects effective recruitment, strengthened partnerships with counseling, outreach, and athletics, and a clear articulation of program expectations through the Umoja Student Agreement. Early intervention strategies, Golden Four completion tracking, and close faculty and counselor collaboration have strengthened first-year success and retention. However, the scale and scope of responsibilities placed on a single counselor and coordinator is not sustainable. Investment in a faculty co-coordinator position is essential to expand programming, deepen community partnerships, strengthen student leadership development, and sustain Umoja’s long-term impact on equity and completion outcomes.