

# All Fields Report

## Program Overview

<b>Program</b>	African American Collegian Center/ Black Collegians
<b>Does this program have a CTE component?</b>	Yes
<b>Academic Year</b>	2020/2021
<b>Review Period</b>	6 Year
<b>Service Areas</b>	

## Program Description and Goals

*This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.*

### **1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.**

The Black Collegians Program was developed in 1989 because of President/Superintendent Dr. Richard Moore's concern over the low transfer rate of African American students. Dr. Moore asked Deyna Hearn, a member of the Counseling Department at that time, to develop a program with a mission to improve student retention and increase the transfer rate among SMC's African American students.

In the fall of 1989, six students were invited to meet with the coordinator to discuss the specific needs of African American students and a blueprint of the Black Collegians Program was developed and the program began.

The program largely maintains many of the same components it had in its inception which include the following:

- We offer counseling that incorporates academic planning and assisting with personal issues. The role of our counselors is not only to assist students in developing an education plan that best suits students' goals but also the counselors are constantly addressing the myriad of personal issues that students face outside of school; the experiences that students face at SMC; and helping them to navigate all that occurs while they are in college.
- Students have access to tutoring within the center (primarily in math with some English tutoring as available).
- Workshops are offered at least twice each month. Workshop topics incorporate cultural identity and issues of navigating this society as a person of African descent. Students are also exposed to guest speakers from various professional fields to discuss career exploration. Finally, our most popular workshop series, Sista to Sista and Brotha to Brotha, allow students to discuss the intersection of Black identity and gender-specific issues in a safe and confidential environment.
- Field trips are offered to allow students to visit local universities where they can learn about admissions requirements; hear information from various academic and student services departments; in many cases, they can hear from African American students about their experience at that campus. In all cases, the students are taken on a tour of the campus. Trips to various cultural sites that celebrate Black identity are also part of the itinerary for field trips.
- Scholarships are offered to students for which they apply once each year. More will be discussed about the individual scholarships that are offered through the program in a later part of this study.
- Black Collegians offers classes in a variety of disciplines. The classes are reserved for students enrolled in the program and only those students have access to enroll in them early on in the enrollment cycle. The classes are taught by phenomenal instructors who can incorporate the African American experience in the subject matter.

- The Black Collegians Club, a student-led club under the program and the Associated Students, has had a long-running history with the program. The club is responsible for the more social aspects of the program. The program leader is the full-time advisor and the two full-time counselors, Tyffany Dowd and Chris Baccus, are the two co-advisors. The club leadership is involved in the leadership of the program as the program leader works closely with the club officers in determining activities and the direction of the program.

Newer components since the last 6-year program review include the following (and are described in more detail in Section D1:

- Priority registration (day 2 of the enrollment cycle) - this allows our students to have access to the courses that they need to be most successful and instructors that are the most student-friendly.
- Book Vouchers - this is a competitive process since there are not enough funds available for every program student.
- Mental Health Services - two therapists are providing therapy services and group sessions for 36 hours per week for both Black Collegians and Adelante students.
- Career Counseling - the provision of career counseling 18 hours per week.
- An online application that students can access through Corsair Connect.
- Student Services Specialist position that provides a higher level of support for students in terms of mentorship and advisement on navigating college. This position is literally the first person that students go to when they are in need of advice about a variety of issues.

### **African American Collegian Center vs. Black Collegians**

We understand that there may be some confusion about the differences between the Black Collegians Program and the African American Collegian Center. At one point, the Black Collegians Program and the African American Collegian Center were separate entities. The Black Collegians Program had a requirement of English 1 eligibility and minimum 2.5 GPA because Deyna Hearn wanted to start off with a cohort of students who, based on these metrics, could potentially have a higher rate of academic success. She knew that based on the culture of the college, she needed to try to show successful outcomes so that the college would continue to invest in the program. In contrast, the African American Collegian Center was started after the Black Collegians Program and was developed by a former administrator, Norm Curry. It was designed to service any Black student regardless of academic level and wanted an area to service students regardless of GPA. Eventually the two were merged. The program dropped the academic requirement for admission purposes because of the low number of students who were testing in at the English 1 level. Currently, the 2.5 GPA requirement is only used as a basis for Black Collegians scholarship eligibility. In addition, we primarily refer to the services that we provide as being under the umbrella of the Black Collegians Program. The African American Collegian Center is more of our "house" or our physical location. However, in our new location in the Student Services Center, you will see signage that references the space as the Black Collegians Program. Lastly, we found that students who are of African descent, born outside of America, would question whether or not the African American Collegian Center was a place where they could visit since they were not American.

Research has long supported the concept of activities and/or centers that support ethnic groups in their quest for higher education. In an article written by Person and Christensen (1996), they stated that ethnic specific activities are "critical to the understanding of student development and learning is the inclusion of all students' experiences outside of the traditional classroom curriculum". Their work also suggests that "multicultural organizations promote mattering by offering support and confidence to persons who otherwise are made to feel alienated and desolate". Vincent Tinto, long noted for his work on college student retention, stated in a 2002 presentation that ethnic student centers "can serve as secure, knowable ports of entry that enable students to safely navigate the unfamiliar terrain of the university".

The Black Collegians Program supports the mission of the college in a variety of ways. First, we believe that the program provides a safe environment where our students can flourish because of the students' comfort level being a member of a program that understands their previous educational and societal experiences. Second,

we challenge our students to think intellectually inside and outside of the classroom. The experiences in the Black Collegians Program classes as well as our workshops engage our students to think critically about various topics. We also challenge them to think about their role in this society as well as globally. We present and discuss issues of race, acknowledging that we live in a White supremacist society and the environment of any college, including SMC, still functions in this way. We discuss these realities and how to counter and challenge these realities. We also encourage our students to not only develop their racial and social identity but to also understand and embrace identities that are different from theirs. Third, we provide students with the opportunity to develop the hard and soft skills needed to be successful in college. Fourth, we provide opportunities (through counseling sessions, workshops and trips to local colleges) to be advised on transfer information, AA degree attainment, and career exploration. Lastly, if the college is working towards closing equity gaps for Black students, the program structure, faculty, staff, and services provides the pedagogy and practices that have been proven successful for Black students.

Students are able to join the program during two enrollment cycles: one cycle occurs during the summer session which lasts through the first few weeks of the fall; a second enrollment cycle occurs during the winter session which lasts through the first few weeks of the spring semester. Students who are interested in the program must first attend an orientation session where they are instructed on how to apply through Corsair Connect (this is a new procedure that started in Fall 2019). Second, students must meet with a Black Collegians counselor that will solidify their enrollment in the program. During the Winter 2014 session, we changed our admissions requirements which will be discussed in further detail later on in this report.

### **Membership with the Statewide Umoja Community**

During the Spring 2016 semester, the Black Collegians Program officially became a member of the Umoja Community ("Umoja" means "unity" in Swahili), a statewide organization made up of African-centered programs primarily at California Community Colleges. The core of the Umoja Community mission is to enhance the cultural and educational experience of African and African American students. The community consists of educators and learners committed to the academic success, personal growth, and self-actualization of the students in our collective programs. There are now Umoja Programs at 57 California Community Colleges but for many years, SMC was one of only a handful of colleges that was intentionally designed for students of African descent in the California Community College system. General practices that are consistent across all Umoja Programs must be adhered to and SMC's Black Collegians was one of the programs that was initially looked upon as a program to model after when the Umoja Community was established.

Each year, statewide Umoja program coordinators and program students come together at various points to share best practices; to discuss strategies for gaining support on their individual campuses; and empowering the students to navigate not only their college curriculum but societal challenges as well as a person of African descent. Membership in the Umoja Community initially required a \$1000 per year commitment for membership and a signed MOU with the college to ensure that various aspects of the program would be supported by the college administration. Currently, the Umoja Community no longer requires the \$1000 membership fee.

We have now added onto the name of the program to include Black Collegians Program Umoja Community. All programs have been asked to share the identity of the program and to change their names to simply Umoja. Our program has been known as the Black Collegians Program for so many years, we did not see this as a viable option. We also saw the name change as a challenge that would have been created for many of our alumni (who were also consulted about the name change) who have strongly identified with the name of Black Collegians. As a result, you will see us identified with the additional name of "Umoja Community" on our publications. This also helps students to have consistency for those who may be coming from other campuses; they will know that we are an Umoja Community program and they can have the expectation of various components that are consistent with other Umoja Programs.

### **History of the Physical Location of the Center**

The program was initially housed in Deyna Hearn's office which was in the old Counseling Complex and eventually was moved into the African American Collegian Center (located at that time in what was the Transfer/Counseling Annex in the Lot 1 parking lot). In January 2000, the African American Collegian Center moved to the site of Counseling Village (located where the HSS building is currently located), and was shared with the Latino Center and Pico Partnership Program/On The Move. It was the first opportunity to share resources, students and staff for these programs representing predominantly students of African and Latinx descent. In Fall 2002, the three programs moved again to be housed in the Counseling Complex along with the General Counseling and Transfer Services Center.

In June 2019, we opened in our brand new home within the new Student Services Center. It was a 15-year wait but well worth it! We now have a location that has more space, with enough counseling offices for both Black Collegians and Latino Center counselors; we have a brand-new lounge space for students; a tutoring area that is adjacent to our office area; and a large waiting area. This is an amazing location for our students.

**2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.**

The goals of the program are to assist in transferring students to four-year schools; helping them obtain their A.A. degree; and to assist in the retention of African descent students.

**3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.**

We describe in other parts of this report how we are working towards the mission of the college and the local Vision for Success Goals Adopted by the SMC Board in 2019. Our program is designed to help with increasing transfer, AA degree attainment and reducing equity gaps for Black students.

**4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).**

The statewide Umoja Community received funding from the Chancellor's Office to disseminate to Umoja Programs to directly support students. We submitted a proposal for the grant and we were awarded a one-time grant in the amount of \$16,000 to use for the 2019-2020 academic year. The grant funding was provided to cover food for various activities that we offer throughout the year (specifically Transitions, the Summer Bridge Program; the weekly Math Therapy sessions and the monthly Brotha to Brotha and Sista to Sista sessions); funding to purchase Black Collegians Umoja t-shirts and backpacks for program participants; the provision of perks specific to Math Therapy; and funding for a field trip to San Diego which was planned to occur during Spring 2020 but was not able to happen due to Covid-19.

Our operating budget provided by the district for 2019-2020 was \$6557.00 which includes funding for supplies, student help, and catering funds to help supplement the cost of the annual banquet (this does not including the funding that is provided through the district and SEAP for counseling hours).

This grant was the first time the program had significant funds allocated for the provision of accoutrements that celebrated pride in our program the way that we were able to do during the first half of the 2019-2020 academic year.

**Donation from the Wang Trust.** The program received it's largest donation to date with the surprise gift of an endowed donation of \$326,000 from the Wang Trust in February 2020. In January 2020, the Program Leader had the opportunity to meet Ann Wang thanks to Dean of the Foundation, Lizzy Moore. Mrs. Wang had the opportunity to also meet some of the program students during her tour of the Student Services Center. A few weeks later, the Program Leader was invited to a meeting with Lizzy Moore and Mrs. Wang where Mrs.

Wang asked questions about program needs and learned even more about the program. At the end of the meeting, she gave the Program Leader a check in the amount of \$326,000. It was a complete shock and a very emotional day! And Mrs. Wang chose to make this donation on her birthday and got so much joy to be able to do this on her special day.

The majority of the funding has been placed in an endowment but some of the funding was made available for immediate use. We have been able to assist students with emergency funding particularly during these unusual times of Covid-19. During the Summer 2020 session, one of the program therapists was paid from this funding as it was crucial that the therapist was available for our students who are dealing with a variety of issues in this remote environment. More information is detailed in Area D1 about this.

## Populations Served

*In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)*

### Saved Information For Populations Served

#### Area/Discipline Information Pertains To

*African American Collegian Center/ Black Collegians*

**1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.**

#### **The following data provided courtesy of Dean Hannah Lawler and the Office of Institutional Research.**

On average, 478 students are served by the Black Collegians Program each fall semester. The number of students who participate in the Black Collegians Program has increased by 293 students (86%) over the last six years, from 338 in Fall 2014 to 631 in Fall 2019. The increase in numbers of students served can possibly be attributed to marketing. We were able to gain access to email addresses for not only new Black students coming into SMC but also currently enrolled Black students who were not in Black Collegians. We were able to directly target those students who were on campus to invite them to join. In addition, our student leaders increased the social media presence on Instagram which helped to promote the program. Lastly, in Fall 2019, we began the online application via Corsair Connect which could have also provided an increased presence for the program.

The largest proportion of Black Collegian students identify as Black (67% in Fall 2019), followed by Latinx (13%), and students who report two or more races (10%). Over the last six years, the Black Collegians Program has become more ethnically and racially diverse. In Fall 2014, only 24% of program participants identified as being non-Black but by Fall 2019, the percentage of non-Black participants increased to 33%. It's very interesting that there is an increase in non-Black participants. In informal assessments from non-Black students, they feel that our counseling faculty, staff and student leaders create an environment where they feel welcomed and feel a sense of family that they connect with. Latinx students who are part of the Adelante Program also have close proximity to the students and staff of the program which also gives them easy access to the services of Black Collegians and are able to receive services from both programs.

A vast majority of Black Collegian students in Fall 2019 reported that their educational goal was to transfer to a four-year institution (92%). The percentage of program participants reporting a transfer goal has remained relatively stable over the last six years.

About sixty percent of Black Collegians students were enrolled full-time (12 or more units) in Fall 2019. This percentage has increased over the last six years by 5%. The trend is similar for all credit students during the same period as the percentage of full-time students has increased for the entire SMC population by 4%.

Six years ago, the proportion of students who were U.S. residents accounted for 97% of Black Collegian students. In Fall 2019, slightly fewer Black Collegian students (92%) were U.S. residents when compared to Fall 2014, and disproportionately more international students were being served by the Black Collegians program than ever before. One could surmise various reasons why the increase in international students occurred: 1) international students, specifically those of African descent, may seek a program that provides the support that they need particularly in the political climate that we face in America; 2) the benefits of the program such as priority registration and book vouchers could appeal to this population who do not receive any federal aid to help them with expenses.

In Fall 2018, about 78% of Black Collegian students received financial aid which had decreased by 4.6% when compared to Fall 2014 (82%). The decrease in financial aid recipient status among Black Collegian students may be related to the increase in the number of international students. International students are ineligible to receive state or federal financial aid.

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**2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.**

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**The following data provided courtesy of Dean Hannah Lawler and the Office of Institutional Research.**

When compared with the overall SMC population (credit), disproportionately more Black Collegian students reported a transfer goal. For example, in Fall 2019, 72% of the SMC population had a transfer goal compared to the 92% of Black Collegian students. Because the program is marketed to help students to prepare for transfer, it is likely that it is attracting students who have this goal.

Overall, about 40% of the SMC population was enrolled full-time in Fall 2019. In comparison, disproportionately more Black Collegian students (60%) were enrolled full-time during the same period. Although it is not a requirement of the program to be full-time, counselors work with our students to provide advisement on creating a balanced education plan which could help students maintain a full-time status.

Even though the proportion of Black Collegian students who received financial aid saw a small decrease in Fall 2018 when compared to previous fall semesters, the percentage (78%) is much higher than the proportion of all students at SMC who received financial aid (50%).

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**3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).**

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Any analyses of significant changes in the Black Collegians population over the last six years were addressed in the discussion of the overall description of the population in question #1 above.

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## Program Evaluation

*In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.*

**Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each**

**discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.**

**How would you like to answer these questions?**

### Saved Information For Program Evaluation

#### Area/Discipline Information Pertains To

African American Collegian Center/ Black Collegians

#### 1. List your student or instructional support service SLOs or UOs.

*SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.*

*UO statements focus on service or operational outcomes such as:*

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

It is important to us that our students feel a sense of belonging when they visit our center and participate in our activities. A growing body of literature suggests students' feelings of belongingness influence academic achievement (Faircloth & Hamm, 2005). The need to belong encompasses students' feeling about themselves, as well as their relationships with others in the educational setting (Booker, 2016). Sense of belonging has been linked to positive academic outcomes for all students, but it is particularly significant for students from socially stigmatized groups, such as urban African Americans, who have historically experienced discrimination in educational institutions (Murphy and Zirkle, 2016; Purdie-Vaughns, Steele, Davies, Dittmann, & Crosby, 2008). As a result, we wanted to assess students' sense of the center and the program being a welcoming space. The following were our Unit Outcomes that we assessed in Fall 2019:

UO statement: Students who visit the Black Collegians Center will perceive the space to be welcoming.

Survey question (broken up by elements that make up a welcoming space):

How much do you agree with the following statements

The new Black Collegians Center:

1. Is comfortable
2. Is a place where I can connect with other students easily
3. Is a place where I can study effectively
4. Is warm and welcoming
5. Is student-friendly
6. Is a place where I feel like I belong

Question #1:

The Black Collegians Program, along with most of the counseling programs and student service offices, moved into the new Student Services Center in May of 2019. Since the move, the Program has focused on assessing the following unit outcome statement:

Students who visit the Black Collegians Center will perceive the space to be welcoming.

Question #2:

The UO statement is assessed at the end of every academic year by administering a survey to all students in the program to gather student perceptions and experiences related to the physical space and environment of the Black Collegians Center. The first assessment was conducted at the end of Spring 2020. The findings of the survey are discussed by program staff every summer during a staff meeting. The results of the survey directly inform any changes in the physical space, office workflow, and policies and procedures of the Center. The results are also shared with our sister program, the Latino Center, who shares our physical space.

### Question #3:

In addition to the assessment of UO, the Black Collegian program leaders regularly review the course success and retention data of program participants. Over the last six fall semesters, the average course success and retention rates of Black Collegian students was 64.8% and 83.1%, respectively. In Fall 2019, the average success and retention rates in courses enrolled by Black Collegian students was 61.9% and 82.3%, respectively. Black Collegian students of African descent completed (61.0%) and retained (82.2%) their courses at higher rates than Black students who did not participate in the program (Fall 2019; 51.5% success and 73.8% retention).

Moving forward for this year, we will still focus on assessing students' sense of belonging and feeling welcomed particularly as it pertains to the remote environment.

Historically, the Black Collegians Program articulated and assessed SLOs for the counseling sessions and workshops we provide for students. The three SLO statements assessed are:

- 1) As a result of attending at least one Black Collegians workshop, students will understand African American history and/or society issues that impact their educational and/or personal development.
- 2) By the completion of their first year in Black Collegians, students will identify one possible transfer university and learn the transfer requirements for that university.
- 3) Using assessment or transcript evaluation results, students will identify their eligibility for, and the proper sequencing of, English/ESL, and math courses leading to their educational goals.

The data reveal that for at least the last five years, the mastery rates for all three SLO statements was 97% or higher indicating that the Black Collegians Programs has met its SLO goals. While the program will continue to assess and monitor the three SLOs, in 2019-2020, the Program decided to focus on articulating and assessing a Unit Outcome (UO) to ensure that not only are students in the program learning the expected outcomes, but are experiencing the program and its services in a way we expect.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
SLO	Mastered	Total	%	Mastered	Total	%	Mastered	Total	%	Mastered	Total	%	Mastered	Total	%
1	111	111	100.0%	48	50	96.0%	22	22	100.0%	13	13	100.0%	5	5	100.0%
2	277	279	99.3%	231	232	99.6%	59	60	98.3%	45	46	97.8%	10	10	100.0%



3	142	145	97.9%	108	110	98.2%	28	29	96.6%	22	22	100.0%	4	4	100.0%
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**Prior to last Fall 2019, we also assessed students' knowledge of transfer information and AA degree information after completion of meeting with a Black Collegians counselor in Fall 2017. We then took some time to think about what areas we wanted to focus on beyond information-sharing and hence the new Unit Outcomes that were discussed about the student experience in the previous paragraphs.**

**The following are the questions and responses:**

### **Informed about Transfer Information**

Question 1: Transfer Application Qualifications After meeting with a Black Collegian's counselor, I understand the qualifications for applying to a four-year university such as; general education and major preparation courses, unit requirements and the appropriate grade point average for transfer? Results: 93% (73/78) of the student participants agreed with question 1.

Question 2: Transfer Policies and Procedures After meeting with a Black Collegian's counselor, I am better informed about important deadlines, policies and procedures to successfully prepare for transfer? Results: 79% (62/78) of the student participants agreed with question 2.

Question 3: Transfer Online Resources After meeting with a Black Collegian's counselor, I am now aware of online resources and websites that support my transfer preparedness (ASSIST, CSU, UC, private and or out of state websites etc.). Results: 87% (68/78) of the student participants agreed with question 3.

Question 4: Transfer Educational Planning After meeting with a Black Collegian's counselor, I created and or updated my educational plan with the appropriate classes for transfer? Results: 86% (67/78) of the student participants agreed with question 4.

Question 5: Transfer Counseling Black Collegians counselors are overall helpful and supportive regarding my transfer preparation process? Results: 96% (75/78) of the student participants agreed with question 5.

### **Informed about Associate Degree Information**

Question 1: Associate Degree Qualifications After meeting with a Black Collegian's counselor, I understand the qualifications for completing an associate degree such as; general education and major preparation courses, unit requirements and grade point average? Results: 72% (45/62) of the student participants agreed with question 1.

Question 2: Associate Degree Policies and Procedures After meeting with a Black Collegian's counselor, I am better informed about important information such as deadlines, policies and procedures to successfully complete an associate degree? Results: 67% (42/62) of the students participants agreed with question 2.

Question 3: Associate Degree Online Resources After meeting with a Black Collegian's counselor I am now aware of online resources and websites that support successfully completing an associate degree (SMC transfer center website, SMC associate degree website, and or other online resources). Results: 62% (39/62) of the students participants agreed with question 3.

Question 4: Associate Degree Educational Planning After meeting with a Black Collegian's counselor, I created and or updated my educational plan with the appropriate classes to complete an associate degree. Results: 69% (43/62) of the student participants agreed with question 4.

Question 5: Associate Degree Counseling Black collegians counselors are overall helpful and supportive regarding the associate degree completion process? Results: 75% (47/62) of the student participants agreed with question 5.

### **All Data analysis provided by Hannah Lawler and the Office of Institutional Research**

#### **2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:**

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

The unit outcomes were assessed during the spring semester based on a survey created by the Office of Institutional Research. Students who were enrolled in the Fall 2019 and Spring 2020 semester were assessed.

#### **3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.**

### **Counseling Contacts**

We also look at the amount of counseling contacts that were made over the past few years. The following are the contacts that were made by students meeting with our counselors in the program:

#### **Fall Semesters**

Session	Number
Fall 2014	720
Fall 2015	635
Fall 2016	665
Fall 2017	702

Fall 2018	642
Fall 2019	809

### Winter Sessions

Session	Number
Winter 2015	137
Winter 2016	123
Winter 2017	111
Winter 2018	113
Winter 2019	82
Winter 2020	128

### Spring Semesters

Session	Number
Spring 2014	631
Spring 2015	619
Spring 2016	682
Spring 2017	542
Spring 2018	469
Spring 2019	461
Spring 2020	974

## Summer Sessions

Session	Number
Summer 2014	294
Summer 2015	187
Summer 2016	202
Summer 2017	185
Summer 2018	135
Summer 2019	244
Summer 2020	331

\* Winter and Summer Session counseling hours are greatly reduced based on the budget available.

### Note the following:

Fall 2019 counseling contacts is an increase of 26% over Fall 2018.

Spring 2020 counseling contacts is a 111.3% increase over Spring 2019 counseling contacts.

And finally, Summer 2020 counseling contacts is a 36% increase over Summer 2019.

**Some points to note:** During the Spring 2020 semester, students were given access through Corsair Connect to make their own counseling appointments. That could account for some of the increase as well as the need for an increase in engagement during the uncertain time of being remote. Lastly, during the Spring 2020 semester once we went remote, each counselor was given a cohort of students to contact. It was important to us that we do a wellness check with each student, to connect with them and see if they had any needs that we could meet.

### Number of Students Awarded AA Degrees

During the 2019-2020 academic year, we noticed a 120% increase in students receiving AA degrees over the 2015-2016 academic year. This increase could also be attributed to the ease of applying for the AA degree through the Admissions Office.

<b>Academic Year</b>	<b>Number of Students Awarded</b>
2015-2016	39
2016-2017	35
2017-2018	66
2018-2019	53
2019-2020	86

### **Transferring Students**

Each year, we rely on students to self-report where they are transferring to. This has been a challenge to get a complete and accurate assessment of where our students are going because we are relying on self-reporting.

The following is a breakdown of where our students have indicated they are attending for Fall 2020.

<b>System</b>	<b>Number</b>
UC	14
CSU	7
HBCU	1

When we transferred over to a new databased regarding our transfer numbers over the past few years, there was information that has been lost which we will now have to go back to recreate the history of some of that information into an online format.

### **Math Tutoring**

Starting in Spring 2015, the Black Collegians Program and the Adelante Program/Latino Center were able to hire a full-time Math Instructional Assistant, Edwin Cruz. He, along with student tutors, are able to provide math tutoring in all levels of math. He oversees the tutoring lab which is located adjacent to the Black Collegians/Latino Center area where students are encouraged to work collaboratively in small groups; dry-erase boards are made available for students to work out problems; and a computer and projector in the

room for Edwin to project online resources for students to review. Edwin is also a co-lead with BC counselor Dr. Tyffany Dowd to provide the weekly Math Therapy sessions during the Fall and Spring semesters (discussed later in this report).

The following is data related to the number of visits and appointments:

- Between Spring 2015 and Summer 2018, there were 9,333 session for tutoring
- In Fall 2017, there were 1,084 tutoring sessions and 1,189 tutoring sessions in Spring 2018

Beginning with Spring 2019, students were able to access WC Online for tutoring – this is the appointment system that was purchased for all tutoring areas that report to Wendi DeMorst, the Director of Tutoring and Supplemental Instruction (she is the official manager of record for Edwin Cruz). Students may engage in multiple tutoring sessions with a single appointment and the following shows the number of appointments that were made (not the number of actual separate tutoring sessions within the appointment).

Semester	Number of appointments
Spring 2019	559
Fall 2019	430
Spring 2020 (2/18 through 3/13)	76
Spring 2020 (3/18 to end of semester)	255 Zoom appointments

### **What classes are students taking who seek tutoring?**

On average, 27.5% of Adelante/Black Collegians students who make an appointment are from pre-college Level math classes (Math 1, 18, 20, 31, 32, 50, 81, 84, 85), 65% from college level math classes (Math 2, 3, 4, 7, 8, 21, 26, 28, 29, 54) and 7.5% from Higher Level math classes (Math 10, 11, 13, 15).

### **Mental Health Services**

Counseling faculty and staff in both the Black Collegians Program and the Latino Center noticed the great need for students in both programs to have mental health services housed within our own centers. Students in our programs were hesitant about meeting with therapists in what is now known as the Center for Wellness and Wellbeing. And the CWW also maintained a long wait list due to meeting the needs of the entire student population. We saw the need to have someone internally who understood our student populations and had access to social welfare referrals in the communities where our students reside.

Starting in December 2015 and thanks to Student Equity funding at that time, the Black Collegians Program and the Latino Center were able to hire a Dr. Maria Reynoso, an 18-hour per week psychologist, to meet our students' needs.

Students can complete a self-referral form to be seen and counselors can also refer on behalf of the students.

Therapy sessions are 50 minute sessions and the length of therapy varies based on student needs and could last an entire semester if warranted.

Beginning with the Fall 2016 semester, Dr. Reynoso began using Titanium, the tracking software used by the Center for Wellness and Wellbeing (CWW).

Throughout the course of Dr. Reynoso's time with our centers, she noticed that she was initially receiving a lower number of self-referrals from Black Collegians students as opposed to the Adelante student population. She worked to do outreach to our students in the program. In addition, the Black Collegians Program Leader and the Latino Center Program Leader worked with Susan Fila, the Director of the CWW, for several semesters to look for a Black therapist who had experience specifically working with Black college students. After quite an extensive search as well as the search for funding, we just hired the second therapist, Thea Winkler, who works with both programs. She started this summer and she brings a true cultural, decolonizing focus to her work with our students. She centers the attainment of joy as the focus of her work with students as well as empowering our Black and Brown students. The program is particularly grateful to Susan Fila for her diligence in helping us to find a pool of candidates to interview and her commitment to funding this position for our centers.

The following is data provided by Dr. Reynoso representing more recent years.

Semester	Number of Black Collegians	Number of Black Collegians Therapy Sessions	Total number of BC and Adelante Students Seen	Total number of BC and Adelante Appointments
Fall 2018	9	20	32	105
Winter 2019	1	1	3	3
Spring 2019	8	50	19	75
Summer 2019	3	9	10	23
Fall 2019	10	38	25	11
Winter 2020	3	8	9	26

Spring 2020	7	41	23	117
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### Undergraduate Research Scholars Academy (URSA)

In 2014, we were approached by Loyola Marymount University to participate in a summer research program specifically designed for Black and Latinx students in the community college system that would allow our students to learn the skills involved in doing research at the university level.

URSA was a 10-day residential program specifically designed for our students in Black Collegians and the Adelante Program. Students participated in intensive workshops to teach research skills and students were paired up to research a topic of their collective interest. All students were given an LMU graduate mentor who assisted them as needed with the research process. And, as the program continued each year, there were former URSA participants who were hired to be residence hall advisors and stayed on campus with the participants. Finally, each student was assigned an LMU faculty mentor (the mentors were faculty of color who reflected our student populations) who worked with the students each step of the way in the development of their research findings. At the end of the program, the student pairs had to provide a presentation of their findings. All faculty mentors were present and students had to be able to answer any questions that they asked.

In addition to learning the research process, students also attended transfer workshops that provided information about transferring to UCs, CSUs and private schools. Specific workshops were also provided by LMU Undergraduate Admissions to understand admissions requirements and the process to transfer to LMU.

The program provided an amazing opportunity for students to get valuable experience in the research process; in public speaking and presentation skills; and the opportunity to speak to and learn from Undergraduate Admissions staff about the transfer process. At the end of the program, each of the students were honored for their work at an evening banquet where their family and friends were invited to celebrate their work. In addition, those students who ultimately applied for and were accepted to LMU received a \$3,000 scholarship towards their tuition.

The program was funded through SMC Equity funding and had to be discontinued after 2017 when the funding had to be discontinued. The suggestion was made to institutionalize the program and hold it on-site at SMC. However this would have significantly changed the nature of the program by not having the experience of being in a residential setting (for many of our students, this was their first time being away from home) and the type of learning experience that this provided even outside of the research experience was absolutely invaluable. The decision was made by the Black Collegians and Latino Center Program Leaders to end the program at that point.

In our last cohort of students, there were 25 Black Collegians/Adelante who participated in 2017 (12 Black Collegians, 13 Adelante). The ages ranged between 18-29 years of age, with the average age being 20.

The Office of Institutional Research provided an assessment of the students and assessed pre- and post-test survey results for students in the 2015 and 2016 cohorts. Results showed the following:

**Research Skills:** About 57%-67% of respondents were very comfortable/comfortable with 4 research tasks on the pretest, with rates increasing to 84%-86% in the post-test. In particular, comfort levels for working with online databases and using presentation software increased by 6.3 points and 13 points, respectively.



**Transfer Process:** About 27%-59% of respondents completely understood/had a good understanding of four aspects of the transfer process at the time of pretest, with rates increasing to a range of 80%-90% in the posttest. The understanding of the transfer process saw increases of 31 to 33 percentage points, except for understanding how to complete an application at a private university.

**Understanding of the application:** Understanding of how to complete an application for a private university saw a 53% point gain.

**Financial Aid Process:** Respondents' initial complete/very good understanding of 7 aspects of the financial aid process ranged from 7%-61%, with the smallest percentage of understanding being for loan program and institutional work study. Post-test rates increased to 44%-84%

Participants were also invited to complete a follow-up survey in winter 2017. Most posttest gains were maintained or improved upon, but there were decreases in 1) understanding course and grade requirements to transfer to a CA public universities and 2) how to complete an application to a private university. Even though there were decreases, the percentage of students' understanding were still higher than pre-test measures.

### **Transitions Summer Bridge Program**

Each year, we host our summer bridge program, entitled "Transitions" to designate that they are transitioning from high school to college each year. This is a program specific for our first-time freshmen joining Black Collegians. When the program was first created, there was a focus on building skills in the areas of English and Math along with an infusion of Counseling 20 concepts. However, there were other programs that our students could participate in that had similar components. We decided to make the shift during the Summer 2016 summer bridge to more of a focus on being intentional with our students in making connections with each other and with the program staff. Counselor Tyffany Dowd was asked to take over the coordination of the summer bridge and completely revamped the program. The outcomes associated with the summer bridge were the following:

1. Students will learn different college success strategies.
2. Students will learn about key academic, financial and support services at SMC.
3. Students will begin building rapport and community among peers, instructional faculty and support service staff.
4. Students will begin exploring their majors and career.

## 5. Students will learn about educational planning.

The way in which Dr. Dowd created the activities were fun, engaging and allowed students to get to know each other in a way that they started off the fall semester with a ready-made community of peers. She created trainings for the other counselors in the program who were the facilitators of the interactive sessions and students were divided into smaller groups. During the times that we offered the summer bridge in August, the attendance has varied. We initially offered a two-day program and cut it down to one day which seemed to work better for attendance. Last summer, Dr. Dowd suggested moving the date to late July and our attendance was 40 students, up from the previous year. In addition to offering the team building activities, students were also able to attend workshops on career exploration and basic financial aid information. Finally, students had the opportunity to meet with our counselors if they had any questions regarding their fall semester education plan.

Based upon the surveys of students over the last 4 years, we have found the following:

### Question 1:

**98%** agreed with the following statement:

Based on my Transitions experience, I built rapport and community with my peers.

### Question 2:

**98%** agreed with the following statement:

Based on my Transitions experience, I learned basic information about counseling and educational planning.

### Question 3:

**97%** agreed with the following statement:

Based on my Transitions experience, I learned basic information about financial aid.

### Question 4:

**97%** agreed with the following statement:

Based on my Transitions experience, I learned basic information about exploring majors and careers.

### Question 5:

**100%** agreed with the following statement:

Based on my Transitions experience, I learned basic information about how to get involved and create support systems.

### Question 6:

**98%** agreed with the following statement:

Based on my Transitions experience, I am better prepared for my first year of college.

### Question 7:

**100%** Agreed with that they would recommend Transitions to first year students.

When asked to give feedback about how we could improve and strengthen Transitions, comments from students included the following:

"PERFECT. Today I was able to come out of my comfort zone and make friends when I am very shy."

"The activities where we share things about ourselves was very interesting and made me more comfortable with my peers. I think we should do more of these."

"There's nothing that needs to be improved, everything was VERY well planned out and I enjoyed every minute of it. I officially plan to be a part of the Black Collegians board team. Today was a GREAT day and I won't ever forget it. God bless you all and your family. Love you guys already."

"I would recommend to improve for next is to have both groups meet with one another but other than that it was great! I would recommend this program to other African American freshmen at SMC."

Lastly, one of our former students, who later became A.S. President, talked several times publicly about how his experience in Transitions literally created a trajectory for him that propelled him to seek opportunities of leadership that he didn't expect for himself.

**D1: Past year's Objectives**

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

**Objectives**

*No Objectives have been defined*

**Looking Back**

*In this section, please document what you did last year as a result of what you described in Section C.*

**1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.**

**D1: PAST YEAR'S OBJECTIVES**

There seems to be a glitch in Curricunet and the objects were not saved in section D1 "Past Year's Objectives" so I pasted them here.

Objective	Status (Check one)	Status Explanation
To increase the number of Black Collegians students who obtain their AA degree as part of the Vision for Success Goals.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	This is an ongoing objective for the program.
Partnering with the Transfer Center Faculty	<input type="checkbox"/> Not	We had begun the process of planning

Leader to increase opportunities and experiences for Black Collegians with the goal of increasing the number of students who apply and are accepted to four-year schools	Completed ? In Progress ? Completed	workshops, some of which we did in the remote environment, that had a focus on increasing awareness of what it takes to transfer and 2) for those who are transferring in the fall, what to plan for at the transfer institution
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## **D1: LOOKING BACK**

### **The Program Celebrated its 30th Anniversary**

The program celebrated 30 years in existence in Fall 2019. Black Collegians is one of the longest-running programs in the state and has been recognized as a model program statewide by the Umoja Community and the Program Leader has been honored by the A2Mend organization for her work with the program and statewide. We were planning a large celebratory dinner for June 2019 but had to cancel due to Covid-19.

### **Donation from the Wang Trust**

As previously mentioned, the program received its largest donation to date with the donation of an endowed donation of \$326,000 from the Wang Trust in February 2020. Ann Wang, the owner of the trust, met with the program leader and students through the connection of Lizzy Moore, Dean of the Foundation. Mrs. Wang made her decision that in the times that we are living in that she wanted to do something that supported Black students. The majority of the funds have been placed in an endowment and \$26,000 was made immediately available. The funds are unrestricted and allow the program to utilize how we see fit to benefit the students and the functions of the program.

### **Grant received from Umoja Community**

As mentioned in another part of this report, the Black Collegians Program was awarded a one-time grant in the amount of \$16,000 that was disseminated in the 2019-2020 academic year from the Umoja Community. Funds went towards the purchase of Black Collegians Umoja Community t-shirts, backpacks, food and other perks to help promote pride and academic excellence.

### **Mental Health Therapists**

As mentioned in another portion of this report, the Black Collegians Program and the Adelante Program were able to gain Dr. Maria Reynosos, an 18-hour per week, in-house psychologist in December 2015 to be able to provide mental health services in our center. In June 2020, our programs were able to gain another 18-hour per week therapist, Thea Winkler. In addition to the provision of individual sessions that focus on using a cultural-basis for counseling, this therapist provided weekly sessions during the Summer 2020 for Black Collegians and Adelante (entitled the Blackalante Healing Circle) and is a space where she shares affirmations and positivity to help students to manage life's challenges especially during a time of isolation that Covid-19 has caused. Beginning this Fall 2020, she will add a weekly session called "Intention-Setting Mondays" where students will be able to join in a session to help them set their intentions and what they would like accomplish each week to help keep them on track.

### **Addition of Full-Time Counseling Faculty**

In the Fall 2015, we were able to add the addition of a full-time, tenure-track Black Collegians counseling faculty member, Dr. Tyffany Dowd (the first time since Fall 1999 that a full-time tenure track counseling faculty member was added to the program). We were also able to gain full-time, tenure track counseling faculty member, Chris Baccus. His assignment is split 50% with the Latino Center/Adelante Program. While both Tyffany and Chris have been long-standing members of the Black Collegians family as adjunct counselors, their

addition in a full-time capacity gives them additional time to create amazing programs and services for our students.

### **Addition of Career Counseling**

In Fall 2014, Vicki Rothman, Career Center Faculty Leader, embarked on a collaboration with the Black Collegians Program to increase the ability for Black students to have access to career counseling within our program. Through funding from SEAP, she hired and assigned a counselor for our program. The counselor meets with students individually from the program in addition to meeting with students campus-wide. She also conducts workshops for our students. She works to get to know the students in the spaces where they are - attending weekly Black Collegians Club Meetings and participating in our monthly Sista to Sista sessions. She creates an opportunity for students to get to know who she is and she is invested in a deeper level with our students and has gained their trust.

### **New Center in the Student Services Center**

We all know that the completion of the Student Services Center has been a game-changer overall for student services at Santa Monica College. It has been a huge feat for Black Collegians and Latino Center students to be in a center that is worthy of them. The Black Collegians Program and the Latino Center moved from a small, cramped space in the back of the Counseling Complex to our own space that has a large lobby area, computers, a student lounge, artwork that reflects our students' backgrounds and an overall professional space where they can feel proud to visit. It has been important for us to be able to have a space to provide food and events when we like and to be contained in our very own spacious location.

### **Math Instructional Assistant**

Since our last 6-year review, we have been able to add Edwin Cruz, a full-time Math Instructional Assistant for the Black Collegians Program and the Adelante Program. For most of this time, Edwin was the only full-time Math Instructional Assistant on campus! From the feedback of students, he has amazing skill at teaching students math concepts. He can first teach them in ways in which they can learn the material and then teaching them the ways in which their individual instructors teaches the material so that they can be ready to manage the material when they return to class. He also oversees the student tutors that work with him; he creates study guides for students; and he provides online resources for students to practice math problems.

### **Math Therapy**

Math is traditionally a challenge for our students. Not because of their inability to perform any academic task, but because so many of our students come from educational environments that did not provide the level of teaching that effectively supported the growth of knowledge in this area. As a result, many students have come to fear math or believe it to be too hard through no fault of their own. Dr. Tyffany Dowd set out to diffuse and change the course of how our students in Black Collegians and Adelante approach math. She developed Math Therapy and brought in Math Instructional Assistant Edwin Cruz to help her execute her plan. The first part of the weekly sessions help to reduce the anxiety of working through math problems through meditation and relaxation exercises. Once students are in a more relaxed state, they are then able to work on their respective math assignments with the assistance of Edwin and student tutors. Math Professor Kristin Ross has also contributed when her schedule permits. Lastly, we know that students are able to work best when they have nutrition so students are provided lunch on a weekly basis.

### **Black Collegians Marketing and Branding Campaign Development**

(Introduced in 2019-2020): Counselor Dr. Tyffany Dowd collaborated with SMC's marketing department to create new flyers, rack cards, table cloths and other marketing tools to create a new brand for Black Collegians. Additionally, she collaborated with the Media Services department in creating a legacy video for the 30th

anniversary of Black Collegians and promotional videos to increase outreach and recruitment. This video includes over 30 students, staff and alumni of Black Collegians. She has put in a tremendous amount of work and hours to create this video and had to put it on hold - it was going to be revealed at our 30th Anniversary dinner (which had to be cancelled due to Covid-19).

### **Career Development and Corporate Connections**

Counselor Chris Baccus has developed several initiatives that enhance and connect our program with goals of Guided Pathways initiatives that provide our students with opportunities to engage in career development and inquiry using corporate connections. Some of the following opportunities that Chris has developed are the following:

**1. Santa Monica Chamber of Commerce.** The development of this collaboration along with SMC Workforce and Economic Development started in Fall 2019. The goal is to expose Black Collegians and Adelante students to learning opportunities outside of the classroom to increase the career and major decision making early in their student experience at SMC. The engagement with the Santa Monica Chamber of Commerce will provide the following:

- Exposing our students to internship & jobs in the Santa Monica Area
- Career exploration with companies in the Santa Monica Chamber
- Mentors of color to provide role models of success
- Virtual mentor programs into a specific industry to lead discussions into
- Norms and resources in the industry
- Etiquette discussions like dress and language of that industry
- Networking opportunities and other professional associations where students can join
- Virtual meet ups/webinars to discuss the road map to success and the building blocks needed now for students

An initial activity that occurred last Fall 2019 involved the invitation from the Santa Monica Chamber of Commerce inviting our students to a meeting focusing on the tech industry. We were able to have 8 students from Black Collegians and the Adelante Program attend the meeting where there was a focused discussion helping small businesses grow using social media outlets. Students were provided lunch; were able to network with small businesses owners; interacted with members of the panel and given the opportunity to come to other meetings of the Chamber.

### **2. Collaboration with the USC Intelligence Community Center for Academic Excellence**

The mission of this collaboration is to build on USC's strengths in engineering, science, and innovation to attract and sustain a world-class cohort of diverse students to serve as next-generation technical leaders, managers, and analysts in national security and intelligence. Our programs are part of a collaboration between USC, San Jose State University, Florida Agricultural and Mechanical University, to develop a new generation of diverse, technically trained professionals for the intelligence and national security communities. Our programs have now become part of a nationwide network of Intelligence Community Centers for Academic Excellence, funded by the Office for the Director of National Intelligence. Chris is now a Principal Investigator for this program and has given him oversight of a small grant to carry out various functions of the grant.

#### ***General Goals of the Consortium is as follows:***

- Build strong student community at our institution and with partner schools
- Attend yearly Innovation Workshop
- Attend regular seminar series

- Participate in recruiting events

***Benefit for students include:***

- Student events and access to guest speakers from the intelligenc community (including retired military professionals, USC researchers, defense industry professionals, and current USC students in related fields)
- Yearly USC Innovation Workshop
- National Student Intelligence Conference
- Career / Recruiting events for internships and full-time positions
- Research opportunities

Annual Event with Consortium Partner Schools

- Colloquium to include Guest speakers and student project posters
- Intelli-thon Based on "Hacking for Defense" Model
- Student contest to identify technologies relevant to current IC challenges

**Black Collegians Online Application and New Online Database (Introduced in 2019-2020)**

Dr. Dowd collaborated with MIS to create a new online application and database for the Black Collegians program. Students are able to complete an application via Corsair Connect. Students are then informed to attend a program orientation. The final step is meeting with a program counselor who then has access to accept the students into the program. The new online database, which is part of the online application, is a new way for us to record students' workshops and activities in the program.

Prior to the development of the online application and database, hard-copy applications and files were kept on each student. This is a much more efficient way to see the application information and student participation.

**Brotha to Brotha and Sista to Sista Sessions**

We continue to hold these unique sessions that allow students to speak on topics related to the African American experience in America. These sessions are facilitated by both the Black Collegians counseling faculty as well as by our student leaders in the program. Some of the most powerful discussions, with students revealing some of their most personal situations, have occurred during these sessions.

**Transitions Summer Bridge Program**

Each year, we host our summer bridge program, entitled "Transitions" to designate that they are transitioning from high school to college each year. This is a program specific for our first-time freshmen joining Black Collegians. When the program was first created, there was a focus on building skills in the areas of English and Math along with an infusion of Counseling 20 concepts. However, there were other programs that our students could participate in that had similar components. We decided to make the shift during the Summer 2016 summer bridge to more of a focus on being intentional with our students in making connections with each other and with the program staff. Counselor Tyffany Dowd was asked to take over the coordination of the summer bridge and completely revamped the program. The outcomes associated with the summer bridge were the following:

1. Students will learn different college success strategies.
2. Students will learn about key academic, financial and support services at SMC.
3. Students will begin building rapport and community among peers, instructional faculty and support service staff.
4. Students will begin exploring their majors and career.
5. Students will learn about educational planning.

The way in which Dr. Dowd created the activities were fun, engaging and allowed students to get to know each other in a way that they started off the fall semester with a ready-made community of peers. She created trainings for the other counselors in the program who were the facilitators of the interactive sessions and students were divided into groups. During the times that we offered the summer bridge in August, the attendance has varied. We initially offered a two-day program and cut it down to one day which seemed to work better for attendance. Last summer, Dr. Dowd suggested moving the date to late July and our attendance was 40 students, up from the previous year.

One of our former students, who later became A.S. President, talked about how his experience in Transitions literally created a trajectory for him that propelled him to seek opportunities of leadership that he didn't expect for himself.

This past Summer 2020 session, we did not provide our traditional Transitions experience of course due to Covid-19. Instead, we offered four workshops for our new students (and invited even on continuing students) in which to participate. The workshops were 1) an introduction to the program and what to expect for the year; 2) information on how to finance their education; 3) how to stay engaged and connected in a remote environment; and 4) setting their intentions for the year.

### **Book Vouchers**

As we know, the cost of textbooks can be a huge barrier for our students. Since Fall 2016, the program has been able to provide book vouchers through the generosity of the SMC Foundation. This year, the Foundation made a generous pivot and provide food and groceries to SMC students given the situation we are in due to Covid-19. As a result, they weren't able to provide the funding for special programs to receive book vouchers. However this year, senior staff determined that our students in the special programs were in great need of this funding and have made available funding for us to continue our book voucher program.

Typically, we have been able to provide vouchers to 40 to 50 students in the fall and spring semesters and it is a competitive process each semester with students completing the application and also indicating any circumstances that they are facing that impacts their financial situation. Over the years, our funding has been then following:

2016-2017 - \$15,000

2017-2018 - \$15,000

2018-2019 - \$20,000

2019-2020 - \$12,500

2020-2021 - \$20,000

When we first started the book voucher program, we consulted with EOPS and we were able to learn from their expertise in how they disseminated their book vouchers. Based upon what we learned from them, we award



funding based on the amount of units that a student is enrolled in and we have mirrored what EOPS students award which is the following:

Number of Units	Amount
12	\$250
9 – 11.5	\$188
6 – 8.5	\$125
.5 – 5.5	\$63

### **Brother to Brother and Sister to Sister Mentoring at John Adams Middle School**

This program began in 2016. It was developed because of the need expressed by John Adams Vice Principal Dr. Joseph Eure to have some of his African American and Latinx students see themselves in a college-going mindset. Our adjunct Black Collegians counselor Larry Silvers (who was a full-time counselor at John Adams) saw the natural connection of having our SMC students being mentors. Many years ago in the early to mid 1990's, Black Collegians students had served as mentors and Larry knew the value in this program.

As a result of this, the new Brother to Brother (B2B) and Sister to Sister Program (S2S) was born. Latino Center Counselor Dr. Paul Jimenez took on the leadership of this project. He recruited the help of our former Student Services Assistant Jaazer Webster to help with the Brother to Brother sessions and recruited our psychologist Dr. Maria Reynoso and our Student Services Specialist Janet Tercero to coordinate the Sister to Sister Program. Black Collegians and Adelante students were recruited, interviewed and trained to be mentors to the 7th and 8th grade students that Dr. Eure selected to be in the program.

Each year since the inception, we have had a consistent number of mentors working with the JAMS students after their school day every other week during the fall and spring semesters to do team building exercises and introduce them to college life. The JAMS students have also been able to meet on our campus and have been able to participate in our college fair and meet college representatives.

Our mentors have been able to meet the needs of the JAMS students and developed and enhanced their own leadership skills. Our mentors lead discussions with the JAMS students on topics such as bullying; the influence of social media; friendships; and issues of trust. The mentors also had the opportunity to take part in weekly check-ins with our coordinators of this project regarding their roles as mentors.

While we know that the JAMS students have appreciated the mentoring from our students (their thank you letters and notes to our students are amazing), our Black Collegians and Adelante students have expressed their level of commitment to school, their gains in leadership and the level of responsibility have increased for them individually as well.

### **Men of Color Mentoring**

Another additional level of mentoring was developed by Dr. Paul Jimenez focusing on providing mentors for the males in Black Collegians and the Adelante Program. Male employees of the college from classified educators, faculty and administrators have been paired with our male students since the Fall 2017 semester. Black and Latino males are two populations that we need to provide the most support for and this was an attempt to provide support outside of the classroom. They connect with positive male role models to help them navigate not only the college process but issues that arise as men of color in our society. Mentors and mentees attend either an individual or group orientation; have at least two in-person meetings each semester; and attend an luncheon/dinner coordinated by Dr. Jimenez at the end of the semester.

At the beginning of the Fall 2019 semester, Deyadra Blye (at the time she was an adjunct counselor for Black Collegians/Latino Center) was in charge of the newly formed Women of Color Mentoring which had the same goals as the Men of Color mentoring.

The following lists information about the program:

Fall 2017 - Spring 2018: There were 9 SMC male mentors and 9 Black Collegians/Adelante mentees

Fall 2018 - Spring 2019: 17 mentors and 17 mentees

Fall 2019 - The addition of Women of Color Mentoring: 18 mentors and 18 mentees. Men of Color Mentoring: 19 mentors and 20 mentees

### **African American Male Education Network (A2Mend)**

The A2Mend organization is a non-profit organization, comprised of African American male educators who utilize scholarly and professional expertise to foster institutional change within the community college system to increase success of African American male students. The organization has focused solely on addressing the lack of educational success for African American male students in California Community Colleges.

Each year, we have been able to take a group of our young men to the powerful A2Mend Conference made available through the efforts of the Vice President of Student Affairs and Student Equity funding. In 2018, one of our Black Collegians students was selected for the honor of being one of the organization's mentees. The student is paired with one of the board members of the organization who is an African American administrator at another community college. It also gave him access to scholarships and activities that kept him connected to other African American male community college students statewide.

In 2017, the organization honored the Program Leader for her long-standing work with the Black Collegians Program and for the longevity of the program as a model program for the state.

## **2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.**

**Increasing Broader Institutional Awareness of Classroom Strategies** - the Program Leader has been the Faculty Lead for Student Equity since 2015. As the faculty representative, she has worked with faculty, staff and administrators to help increase the understanding of the impacts of race on institutional policies and practices that are inherently racist and lead to negative outcomes for Black students. She has lead trainings and discussions with departments; she has offered Equity Office Hours for any member of the campus community to meet with her in a confidential setting to discuss best practices for achieving racial equity in the classroom setting or in the provision of services. Additionally, when Dr. Tyffany Dowd transitioned to her role as a full-time faculty member, she has brought best practices to faculty based on her experience as the Student Equity coordinator at her previous college and her expertise from her research. She facilitated weekly discussions with faculty following the Black Minds Matter workshop series. She is also now a co-lead for equitizing the delivery of distance education courses and services and has developed Direct Connect, which is a campus-wide system for Canvas that will be implemented this Fall 2020 semester.

### **Evaluate the impact of modifying program participant criteria and mandatory activity requirements.**

We are not sure if this was a recommendation to access whether to increase or decrease the amount of program requirements. We require that students meet with a Black Collegians counselor twice each semester and three activities. We count summer counseling contacts to meet fall counseling requirements and we count winter counseling contacts to meet for spring requirements to give a great deal of flexibility. Program workshops/activities/club meetings only occur during the fall and spring semesters.

However, over the years we have requested feedback from students on whether or not the requirements are too much, too little or just right. Student leaders have given feedback that they would like to see more requirements of students! We actually believe that these are reasonable requirements to ensure that students stay engaged to some extent and are not unlike other student services programs.

### **Other recommendations from executive summary**

During the six-year process, we went from a process of moving from SLOs to Unit Outcomes which seemed to better address what we wanted to get out of the program.

### **3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.**

As with the entire campus community, we had to make the abrupt shift all of our operations to a remote environment in March 2020. With the immense help and leadership of our IT department (specifically Matt Wong who has worked so much with Student Services), the leadership of Brenda Benson, Senior Administrative Dean of Counseling and Retention and Laurie Guglielmo, Department Chairperson of Counseling, Wendi DeMorst, Director of Supplemental Instruction, Dr. Tammara Whitaker, Director, Online Services and Support we were able to make that shift to provide telecounseling services, online tutoring services, access to a Canvas Homeroom for the program, and zoom workshops and orientations. The services of course are continuing through this Fall 2020 semester.

The ongoing support of the people mentioned above allows us to provide the support to the student population who are most in need of our services.

### **4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).**

#### **Umoja Community Funding**

The program wrote a proposal and received one-time funding from the statewide Umoja Community in the amount of \$16,000. We have not had funding previously available to purchase programmatic materials that provide students with a sense of community and pride and celebrates their membership in this program. We have also not had funding readily available to purchase food for various activities (funding for food had been previously provided through contributions from staff and the Vice President of Student Affairs would provide \$100 per month for food for our Brotha to Brotha and Sista to Sista sessions.

The money was received during the 2019-2020 academic year to cover costs of t-shirts and backpacks for program participants; food for various activities; perks and supplies for students who participate in the Math Therapy series of workshops.

### **Donation from the Wang Trust**

In the Spring 2020 semester, we received an amazing donation from Mrs. Ann Wang in the amount of \$326,000. The majority of the funding went into an endowment with \$25,000 made available for immediate use as needed. The funding is for use at the discretion of the program and is unrestricted. We used some of the funding to help provide emergency funds for students during the spring semester who were experiencing a lack of funds due to loss of income due to Covid-19. We also used the funds to pay for the summer hours of one of our mental health therapists so that in a time when students are needing help the most, we would not have to decrease service to our students over the summer. We were also able to provide a stipend to two of our students to help maintain our social media presence over the summer to keep our students connected.

### **Moving Forward**

**Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:**

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

### **Survey and Results Courtesy of Dean Hannah Lawler and Institutional Research**

- The data suggest that Black Collegian students visit the Center frequently. Half of students reported that they visited at least once a week, with 30% indicating they visit the center almost every day.
- 82% of survey respondents indicated that the Black Collegians Center was a welcoming and student-friendly place; 79% said the new Center was comfortable
- About 69% said that the Black Collegians Center was a place they felt they belonged
- About 62% said it was a good place to connect with other students
- About 54% said it was a good place to study
- Analyses of the open-ended responses suggested that a majority of students felt that the Black Collegians Center is a safe, welcoming place where program staff and peers expressed they cared about their success in school and personal development. Many said the new Center space was an improvement from before. A few students mentioned that the Black Collegians Center is a place mostly free of the stigmas, bias, and racism Black students experience outside of the Center. As one student shared, "I don't have to worry about being perceived as suspicious". Areas that the program can improve to increase sense of belonging is controlling noise levels and providing more private spaces to study.

Moving forward, we have expressed that it is extremely important that we create a sense of belonging, particularly in this societal climate as it relates to the racial climate as well as the impact of students being physically distant. In particular, Hannah Lawler presented data during our SMC flex workshops in August 2020 from a Fall 2019 racial climate survey. Sixty-one percent of Black students surveyed expressed feelings of loneliness, not belonging and isolation (as opposed to 42% for "two or more races" and 35% for Latinx students). This is a huge concern for us. While we do not negate the need for the college to completely redesign to become a space that is welcoming for all Black students, we feel the need for Black Collegians Program to ensure that at least our Black students feel welcomed, nurtured and supported, during their interactions with the program especially in this remote environment.

We are trying a myriad of activities this year to help continue our tradition of fostering a sense of belonging in our remote environment.

## D2: Coming year's Objectives (Moving Forward)

Objective #1

**Objective:**

Students who participate in Black Collegians Program Umoja Community activities and services (counseling, workshops/meetings, tutoring) will perceive the program as welcoming and inclusive.

**Area/ Discipline/ Function Responsible:** African American Collegian Center/ Black Collegians

**Assessment Data and Other Observations:**

UO Assessment Data

**External Factors:**

**Timeline and activities to accomplish the objective:** June 2021

**Describe how objective will be assessed/measured:** Through surveys of students who attend counseling sessions, workshops/meetings and tutoring

**Comments:** One of our objectives last year was to assess if the physical location of the new center was perceived as a welcoming place. As we are in a remote environment this year, we are very focused on creating a sense of belonging, welcoming and inclusive through the services that we provide remotely. This is critical for us to focus on during this academic year as engagement for Black students is of particular concern in this remote environment.

Objective #2

**Objective:** To assist in increasing the number of Black Collegians students who obtain their AA degree as part of the Vision for Success Goals.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

**Timeline and activities to accomplish the objective:**

**Describe how objective will be assessed/measured:**

**Comments:**

Objective #3

**Objective:** To assist in increasing the number of Black Collegians students who transfer to four year schools

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

**Timeline and activities to accomplish the objective:**

**Describe how objective will be assessed/measured:**

**Comments:**

## Community Engagement

*In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.*

**1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.**

### **Contributions Outside of Black Collegians**

#### **Sherri Bradford, Program Leader**

- Faculty Lead for Student Equity: The Program Leader has been the Faculty Lead for Student Equity since 2015. In her role, she has lead workshops, trainings, held equity office hours for SMC employees, been a member of the Equity Steering Committee and has worked to help the college move towards are more equitable institution. She has also participated in various presentations to the board each year on Equity.
- Redesign: Was part of the faculty-led leadership team for Redesign from 2019-2020; Co-lead for the Access to Services Redesign Team and a member of the Community Building Redesign Team and Student Care Teams Redesign Team; continuing as a member of the Redesign Implementation Team and SEAP Budget Committee
- Data Coaches: began working with Hannah Lawler and Edna Chavarry during the 2019-2020 year as a lead for the Data Coaching Program where faculty are trained to work with various areas of the college to help facilitate equity-minded discussions on how data is used. Most recently, data coaches were assigned to various Redesign Teams to help with analyzing data and faciliating discussions to focus planning to best benefit positive outcomes and experiences for Black and Latinx students.
- Pan-African Support Group Executive Committee: in the past, worked as the part of the Executive Committee creating activities for both black students and black employees for the college.
- Faculty Ranking Committee: Served several times on this committee to determine the recommended full-time faculty hires for future years.
- Leadership Academy - Selected by the president as part of the inaugural SMC Leadership Academy - made up of faculty, staff and administrators to nurture and develop in our leadership roles.
- Faculty Evaluation Committees - Been a member of evaluation committees outside of the Counseling Department
- EEO Representative for Hiring Committees - Serves on hiring committees outside of the Counseling Department as either a faculty committee member (for administrative hiring committees) or EEO rep (for faculty hiring committees).
- Black History Month Activities - Collaborating with various colleagues in developing Black History Month activities as well as brining African American speakers to campus throughouth the academic year.
- Student Judicial Affairs Committee - part of a group of faculty and staff selected to serve on Student Judicial Affairs suspension and readmission hearings to determine either upholding a suspension or determine if a student is ready to return to school after completing a suspension.
- Volunteers to distribute groceries for the Pop-up Food Pantry.

#### **Dr. Tyffany Dowd, Full-time Counseling Faculty**

- Co-lead on Equitizing Gateway Courses Redesign Team and now a Co-Team Lead for Equitizing Distance Education courses for the entire college. Both of these projects are huge tasks that can help to revolutionize faculty to be more equity-minded in their teaching pedagogy.
- The creator of Direct Connect which is starting this Fall 2020. Direct Connect will be available to incorporate into faculty Canvas pages to connect students to various services available on campus. It will give students direct access to connect with these services to learn more about what is available to hlpe them be successful at SMC.
- Currently part of the Equity Steering Committee.

- Was the facilitator for the weekly discussions through The Center for Teaching Excellence following the seminar Black Minds Matter during the Fall 2017 academic year. Each week, faculty, staff, administrators would watch the Black Minds Matter webinar together and Tyffany would lead the discussion to further break down and explore the concepts related to race and the impact it plays in a white supremacist culture in the educational system.
- Counseling 20 Open Educational Resource Committee Member: responsible for creating a new Counseling 20 OER book with four additional counselors. The C20 OER book provides SMC students with the option of using this OER book for C20 at no cost. Additionally this book is available via online which increases access for students. Our C20 OER book was made available Fall 2019.
- Hiring Committee for Center for Wellness and Wellbeing Therapist: During the 2019-2020 academic year, part of the hiring committee to select a full time therapist for the Center for Wellness and Wellbeing. We were successful in selecting, interviewing and hiring a full time therapist.

### **Chris Baccus, Full-Time Counseling Faculty**

- Lead in developing a partnership with the Santa Monica Chamber of Commerce and Sasha King for the provision of internships for students in Black Collegians and the Adelante Program. See more information about this in the next section.
- Lead in the partnership with USC's Viterbi School of Engineering and their Intelligence Grant. We are the only community college that has this partnership with USC.
- Was the co-lead of First Year Experience inquiry team for the Redesign/Guided Pathways to promote student success and contribute towards eliminating equity gaps.

### **Jocelyn Winn, Student Services Specialist**

- Team member on a the Redesign/Guided Pathways team Access to Services for the 2019-2020 academic year.
- Consistently volunteers to help with the Pop-Up Food Pantry every Wednesday facilitated by Lizzy Moore and the Foundation.
- Was selected by our area Vice President called the Pre-Supervisory Academy which was designed for college employees who may want to advance in their career and to give insight into management. This was a partnership with the City of Santa Monica and their employees. Jocelyn was placed in a group that was made up of college employees as well as Santa Monica city employees. She attended 9 mandatory sessions, had a final project/presentation, and received a certificate of completion for her contributions and commitment.

## **2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)**

### **Collaboration with the Santa Monica Chamber of Commerce**

Chris Baccus has been developing and working on a collaboration with Workforce and Economic Development and the Santa Monica Chamber of Commerce.

The goal is to expose both Black Collegians and Adelante students to more learning opportunities outside of the classroom to increase the career and major decision making early in their student experience at SMC. The activities for this collaboration will be the following:

- Exposing our students to internship & jobs in the Santa Monica Area
- Career exploration with companies in the Santa Monica Chamber

- Mentors of color to provide role models of success
- Virtual mentor programs into a specific industry to lead discussions into:
- Norms and resources in the industry
- Etiquette discussions like dress and language of that industry
- Networking opportunities and other professional associations are students can join
- Virtual meet ups/webinars to discuss the road map to success and the building blocks needed now for students

The initial activity for this collaboration started last fall with Chris taking 8 of our Black Collegians and Adelante Students to a Chamber meeting in Downtown Santa Monica. The tech discussion was around help small businesses grow using social media, for example Facebook. Students were provided lunch, networked with small businesses owners, interacted with the panel and given the opportunity to come to other meetings that the Chamber offers.

### **Collaboration with Chick Fil-A Venice Location**

During the Spring 2020 semester, Program Leader Sherri Bradford was contacted by Amber Halligan, the owner of Chick Fil-A Venice, to see how she could be more involved in increasing leadership opportunities for Black students. Sherri and Chris Baccus have been meeting with Amber to develop a series of workshops that will help students learn about leadership; the process to open a business; business and accounting concepts related to business; and dealing with intercultural and racial issues in the workplace. The workshop series begins this Fall 2020 semester.

### **Continued Collaboration with Alpha Kappa Alpha Sorority, Inc., Tau Tau Omega Chapter**

Every year, since the mid 1990's, the Santa Monica Chapter of Alpha Kappa Alpha Sorority, Inc., (the oldest African American sorority) has offered scholarships to Black Collegians transferring students. In more recent years, this chapter has partnered with Black Collegians to put on a variety of events including Voter Registration Drives; an HBCU workshop; a Walk-A-Thon to support Breast Cancer Awareness Month; and several opportunities for conversations and mentorship for our students.

### **3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.**

The relationship among program faculty and staff and with the students is one that is constantly described as "family". You will hear our faculty, staff and students talk about the hardest part of being in a Covid-19 environment is the lack of physical connection between all of us. Anyone who visited our center, would immediately notice the social connectivity between all of us, including the faculty, staff and students from the Latino Center as we all share the office space.

There is a genuine concern and care for each other. Each person's milestones and life's highlights are celebration and each person's life tragedies are equally mourned. In a program that focuses on the African diaspora and African principals, family and collective actions are critical to the success of the environment. Each one of us in this program exemplifies the value of collectiveness and connectivity.

As mentioned in previous areas, our full-time counseling faculty and staff are involved in other areas of the college and have created positive connections with other departments, faculty, staff and administrators that help to create even more opportunities for our students.

## **Current Planning and Recommendations**



*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].**

The following are issues that impact the program effectiveness; some are new to the remote environment that we are in and some are ongoing, historical issues that affect the program.

**1. The offering of remote services.** The program has been accostomed to offering services in an on-ground environment. The positive experiences that students have had with the program is because of the family atmosphere that is fostered through our workshops, club meetings and the physical space of the center. The movement to a fully remote environment has been a particularly challenging one, not unlike what other services and programs face. However, Black students have the potential to be affected even more by being in a remote environment. Scholars Dr. Frank Harris and Dr. J Luke Wood from the San Diego State Center for Organizational Responsibility and Advancement (CORA) have led webinars recently about the effects of the remote academic environment on Black students and the fact that our Black students can be even more disproportionately impacted in a remote environment. While we will offer Zoom workshops, club meetings and activities, our Spring 2020 semester has shown that it was harder to get students en mass "into" the Zoom spaces as opposed to having our activities on ground. In addition to utilizing our own students to help brainstorm ways to connect students, we are also looking for resources even outside of the college to help provide guidance on keeping our students connected.

**2. Operating in a college that continues to function in a white supremacist structure.** While the Black Collegians Program Umoja Community can provide emotional support, African-centered-affirming identity, and strategies/knowledge to help students obtain their A.A. degree and transfer, the program can only do so much. Our students will still spend the majority of the educational experience inside the classroom and having to navigate areas outside of the support program that have consistently proven to be a challenge. Until the college truly redesigns to center racial equity, our program can only do what it can to support students through this process of degree attainment. Institutional support can come in the form of redesigning the college to be a more racialized equitable campus that can affirm and complement the work that we are doing within the program and creating that type of environment consistently throughout the campus community. The college must address and acknowledge how white supremacy influences the college culture in its policies and practices and pedagogy in order to address the overall experiences of Black students at SMC.

**2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

**1. Technology and Equipment.** The Math Instructional Assistant who is shared with the Latino Center/Adelante Program would like to have iPads for students to utilize software to work through online resources that help to strengthen their understanding of the subject matter.

**2. Special tables for the Math Tutoring Lab.** The math lab would like to be modeled after the STEM lab in Drescher Hall. In the STEM lab, there are tables that have white board table tops that allow for collaboration and instruction to occur in group modules. The Program Leaders for both Black Collegians and the Latino Center have visited the space on several occasions and witnessed the level of engagement by the students who utilize those spaces and how effective these tables are with their work. In addition, this would reduce the need of providing scratch paper for problem solving so these tables would be saving the earth as well!!

**3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional**

planning processes but does not supplant the need to request resources through established channels and processes].

### **Student Services Clerk Position**

The Black Collegians Program Umoja Community and the Latino Center were able to recruit, hire and share a full-time Student Services Clerk position during the 2017. The person was in the position for four months and then decided to move on to a career advancement position at a university. The state of the budget was going in a downward trajectory and the program leaders of Black Collegians and the Latino Center decided to abolish that position; abolish the two Student Services Assistant positions that were assigned to both programs and create two new Student Services Specialist positions for both programs. With the reinstatement of the clerk position, it could help to free-up time for the current specialists to take on more assignments. The two program leaders of both Black Collegians and the Latino Center jointly request that the position be used for the following:

1. Assist counselors in disseminating information regarding campus resources and Black Collegians resources, including but not limited to:
  - Assisting students with completing applications required for the college entrance process, such as AB 540 affidavits, SMC Application and SMC orientation materials
  - Working with the Student Services Specialists to present at program orientations
  - Answering general questions about and providing referrals about Deferred Action.
  - Accessing non-SMC scholarship resources for Black Collegians, Latino Center students and AB 540 students.
  - Assisting counselors and Student Services Specialist with staffing information tables at college and resource fairs
  - Providing Spanish translation.
2. Assist students in completing SMC or program forms, including:
  - Completing and submitting onlying FAFSA
  - Answering general questions about and assisting with eligibility for and filing of California Dream Act Application
  - Answering general questions about the financial aid process
3. Assist students in understanding the enrollment process
  - Once new students meet with their counselor to know the courses that they need to take, this position can help students to understand how to navigate Corsair Connect, the online schedule of classes site and finding open classes, and the bookstore website to order textbooks.
4. Assist in maintaining Black Collegians and Adelante student files
  - Inputting information in the student databases
  - Following up with program students who have not met minimum counseling/workshop requirements by a certain date in the semester.
  - Assist Student Services Specialists in identifying program students who need to be removed from the programs for not meeting program requirements, not being enrolled for a semester or who have transferred on to universities.
5. Maintain and update the Black Collegians and Adelante webpages and social media pages.

### **English Instructional Assistant Position**

We have requested the hiring of a full-time English Instructional Assistant position to be shared by both the Black Collegians and Latino Center. We were granted the Math Instructional Assistant position which started in May 2015 but we have not been able to receive the English counterpart. We have only been able to have

student tutors sporadically for English with the Fall 2017 having one college work study position at 10 hours per week who saw 36 students and in Spring 2018 there were 60 students who had been seen with two work study students. During the Fall 2019 semester, we were able to hire a work study tutor for a limited time before the student tutor became ineligible to work due to a drop in classes.

Particularly during this time of self-guided placement and AB 705, we are facing a situation where students are being placed into a college level English course and are in need of great support with writing. While many are concurrently enrolled in the English 28 support course, there is still a great deal of support needed outside of the classroom situation to ensure that they are ready to not only proceed to English 2 but to also be ready to take humanities and social science courses that require college-level reading and writing skills.

#### 4. List all current positions assigned to the program.

Name	Position	Hours/Week during Fall and Spring semesters
Sherri Bradford	Program Leader	32
Jocelyn Winn	Student Services Specialist	40 (12 months)
Dr. Tyffany Dowd	Counselor	16 (she has a task assignment for the other 16 hours/week for the college)
Chris Baccus *	Counselor	13
Hirut Turner	Counselor	18
Larry Silvers	Counselor	3
Rhea Pitre	Counselor	10
Dr. Porsha Boyd	Counselor	10
Thea Winkler *	Therapist	18
Dr. Maria Reynoso *	Therapist	18
Edwin Cruz *	Math Instructional Assistant	40 (11 months)

\*Position is shared with the Latino Center

### Future Planning and Recommendations

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for**

**these changes?**

### **The college environment and its impact on Black Collegians**

The college is attempting to engage in the work of redesigning the student experience with a focus on racialized student equity to increase the experience and educational outcomes of Black and Brown students. If changes are truly made that disrupt the White supremacist culture of our college and strides towards meeting the ambitious goals for Vision for Success, you will find greater outcomes for our students in this program.

The program faculty and staff have been in the forefront of the work of racialized student equity - we want to continue to partner with the campus community to actualize positive experiences for our Black students, helping to work towards the local Vision for Success Goals. But the college structures - policies, evaluation of employees, hiring, delivery of services - would have to radically change to center the experiences of Black students in order for different outcomes to occur. The expectation is that the program alone could somehow produce a certain set of positive outcomes for Black students. However, we cannot take on the totality of responsibility for the outcomes of the Black students in this program without the college taking on responsibility and ownership of the success of Black students. We support our students and are intentional in our workshops and intentional in the inclusivity of our environment. But we cannot be responsible for what happens outside of our program that can affect black students' outcomes and experiences in the classroom, in other service areas, etc.

And while SMC undergoes this process of equitizing the campus, which is a multi-year process, there are things that we still would need within our program to help address outcomes of our students. With AB 705 and the placement of so many of our students directly into college level English, there is a need for great support for our students taking those courses. More is detailed in area 3 of this section.

**2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

N/A

**3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

### **Additional Human Resources**

1. Student Services Clerk Position -The reasoning behind the need for this position was explained in section G1.
2. English Instructional Assistant - The reasoning behind the need for this position was explain in section G1.

### **Staff Development/Training**

As mentioned in the annual program review that was submitted in August, the faculty and staff of the program are always looking for additional professional development to learn best practices to engage our students in this remote environment. We have attended various workshops via zoom with Drs Frank Harris and J. Luke Wood from San Diego State's Community College Equity Assessment Lab (CCEAL) as well as with Shaun Harper from the USC Equity and Race Center. We are looking to partner with areas for best practices for reaching Black students as it is very challenging to recreate the environment that we can ensure on-ground and translate that to a non-physical environment via zoom.

**4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.**

These are particularly challenging budget times and we are unsure of what the future holds. The majority of our counseling hours are paid for through SEA Program funding. 87% of our Fall 2020 weekly counseling hours comes from this funding including the hours for the two full-time counselors (100% of Tyffany Dowd's salary and 50% of the salary of Chris Baccus's hours for the Black Collegians Program). And while the full-time counseling faculty will need to be maintained by the district should anything happen to SEA Program funding (they are in their last year of the tenure process), the same cannot be said for the adjunct counseling faculty working in our programs. If we were to lose SEA Program funding for adjunct counseling hours, our program would be decimated with only 14 district hours of adjunct counseling available *IF* we were to have the ability to keep even these hours in the future.

We also want to be clear that while we did receive a large donation from the Wang Trust, we are not able to access the full extent of the money. The majority of those funds have been placed in an endowment and we are able to utilize the interest off of the endowment once it matures a (the interest will be available in approximately March 2021). We were able to utilize some of the Wang Trust funding that was made immediately available to us coupled with some of the funds that we already had saved in our account to fund the summer hours for one of our therapists.

**5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.**

The Black Collegians Program Umoja Community has long been a level of support for so many students who have matriculated through SMC. The variety of services offered including counseling, tutoring, social environment, leadership opportunities, etc. are services that our students can receive in other areas. But it is *how* the services are provided - the intentionality on how we engage with our students, how we provide content that uplifts and relates to the Black experience - is something that is unique to this program and to date, has not been found in other areas of the campus community. This is a program and a space where one can be unapologetically Black - a student never has to feel like they have to deny aspects of themselves in order to survive.

What our new challenge is moving forward is something that we have addressed in other parts of this report - translating the experience in an online environment. We are working diligently to try a variety of things to create and shape the inclusive environment of

**6. Please use this field to share any information the program feels is not covered under any other questions.**

N/A

### Evaluation of Process

**Please comment on the effectiveness of the Program Review process in focusing program planning.**

**Changing from Curricunet.** It is our understanding that this platform will be changed moving forward. We are extremely glad to hear this as this platform seems archaic and sometimes challenging to work with (things that were saved don't show up and you have to hit the save button several times for it to show up).

**Changing Program Review Questions.** The questions that were posed for the annual program review due in August 2020 seemed more relevant and straight-forward. The questions that are proposed for the 6-year program review can seem challenging and repetitive.

**Due Date for 6-Year Program Review.** Our due date for this year's 6-year program review is occurring right at the beginning of the semester. This is challenging for us as faculty because it requires us to for sure work through the summer and through the first few weeks of the beginning of an extremely busy semester.

While the annual program review this year was truly less of a daunting task than previous years, to have them due back-to-back has been an undertaking.

**Executive Summary.** A suggestion would be to provide a bit more detail in the points that are being suggested as feedback in the executive summary for the programs under evaluation. The executive summary from that many years ago doesn't give us the detail needed to sufficiently respond to the suggestions.

**District Planning.** It is the hope that at some point program review can be used to inform district planning. The program review process can seem like an undertaking that takes up quite a bit of time and is not useful towards overall college planning. I know that our current Academic Senate President has expressed his desire to see this change and make the process more meaningful.

**Executive Summary**

*These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.*

**Narrative**

**Program Evaluation**

**Commendations**

**Recommendations for Program Strengthening**

**Recommendations for Institutional Support**

**Attached File Upload**

**Attached Files**