Program Name: Umoja Community
Program Contact: Jeramy Wallace
Academic Year: 2021-22
Status: Active
Updated on: 10/1/21

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
    - CSM Mission and Values Statements
    - CSM Statement of Solidarity
    - CSM's Strategic Priorities
    - SMCCCD's Strategic Goals

The CSM Umoja Community is an academic and student support program designed to meet the needs of students who belong to the African diaspora, with a specific focus on African American history and culture. Each academic, the CSM Umoja Community invites a cohort of students to join the program (each cohort averages 30 students), and the students enroll together in a number of Umoja courses (e.g. English, ethnic studies, and counseling) during the academic year. The Umoja Community serves the students holistically, and as a result, we offer both academic and non-academic support services, including a dedicated academic counselor and a retention specialist, a study and social space called the Village, peer mentoring, free books and loaner technology, group field trips and other community building activities, and a campus club. And even after completing the Umoja coursework, students are supported by the community through the rest of their academic journey at CSM.

The Umoja Community serves CSM's and SMCCCD's missions and goals in a variety of ways. We help CSM meet its mission of educational equity and social justice through academic and student support services for a historically marginalized – even oppressed – group in higher education. In that way, we support three of the college's Value Statements – "Equity" through our intentional and deliberate student support services, "Academics' through our high-quality, transfer curriculum, and "Community" through our goal in creating inclusive, vibrant spaces on campus for students of the African Diaspora. Similarly, the CSM Umoja Community supports many of the college's strategic goals, including "Supporting our Students' Aspirations," "Creating Equitable Opportunities for all Our Students," and "Committing to Progressive and Innovative Teaching and Learning."

Furthermore, the CSM Umoja Community helps SMCCCD meet its "Students First" mission, especially as it pertains to "Success, Equity, and Social Justice." The District also has several Strategic Goals that Umoja supports. First, the Umoja Community is data-oriented, and using this data, we have adjusted the program in order to respond to student needs. For example, we have used data to start and modify a peer mentoring program that has increased success and retention in the Umoja students' first year at CSM. Second, the Umoja Community leverages its resources and expertise to "implement interventions" that keep our students engaged, motivated, and in college.

Finally, the Umoja Community utilizes a guided pathways "mentality" through the creation of an Umoja pathway through their general education requirements that affirms their identities, goals, and intellect (starting in 2022, this pathway will extend back into the high schools).

- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:

  The CSM Umoja Community is part of the Umoja Community Education Foundation, a nonprofit based in Sacramento, California (hereafter, referred to as "Umoja Statewide"). Umoja Communities exist in over half of all California Community Colleges, at CSU East Bay (called Sankofa Scholars), and in a handful of community colleges in Washington. The statewide office has also facilitated partnerships with dozens of HBCUs and it awards grants to programs in good standing for direct student support and benefits. We have used grants from Umoja Statewide as seed money for our peer mentoring program. Umoja Statewide also owns the trademarks for the Umoja Community.

2. **Results of Previous Program Review (200-500 words)**
The CSM Umoja Community did not participate in the last Program Review cycle, so the following information is based on an report and presentation given to the Institutional Planning Committee in Fall 2017.
   a) Describe the results of your previous Program Review's action plan and for identified equity gaps.
      a. Previous Goals
          i. In 2017, the CSM Umoja Community was serving 18% of the African American students at CSM, so our goal was to broaden our impact
          ii. Increase the persistence rate after students complete the first-year cohort
          iii. Create second year Umoja coursework and Black leadership courses
          iv. Expand mentor program to community
          v. Partner with Skyline's ASTEP to plan joint activities and courses
          vi. Partner with local and on-campus social services to overcome obstacles related to housing, employment, food security, healthcare, and psychological health/crisis management
      b. Results Achieved
          i. Umoja currently, as of Spring 2021, serves 34% of the African American students at CSM, which is a significant increase from Fall 2017. However, we plan to scale up even further (see Section 3).
          ii. We haven't found a way to measure Spring to Fall persistence, but we will work with PRIE on this type of data.
          iii. The Black Leadership courses were developed by Dr. Gaines and Prof. Wallace, and they have been approved by the CSM Curriculum Committee. Black Leadership Theory (ETHN 122) is meets the social science GE requirements for CSU and UC, and Black Leadership Practicuum (ETHN 123) is transferable as elective credit. Furthermore, we have worked with other disciplines (including history and

communications) to create a second-year experience. This second year programming has been paused due to the pandemic.
        iv. The community mentoring program has been put on hiatus until more community partners can be identified. We have instead invested resources in a peer mentoring program.
        v. The CSM Umoja Community partners with Skyline's ASTEP on activities throughout the year, including Black History Month events and our annual end of year celebration.
        vi. The CSM Umoja Community, in partnership with MANA and Project Change, has hired a full-time retention specialist who has fostered close relationships with campus and community services and who refers students to these services as needed.
    c. Changes Implemented
        i. See 2.a.a.
    d. Plans still in progress
        i. We are currently working to "institutionalize" the peer mentoring program. Our two-year pilot has yielded outstanding results (see resource request).
    e. Any notable or surprising results and outcomes
        i. n/a
b) Explain any curriculum or programmatic changes since last program review
    a. To specific courses, or to any discipline as a whole
        i. Umoja is not a degree program, but in order to better support our Umoja students, Dr. Gaines and Professor Wallace developed two courses: ETHN 122: Black Leadership Theory and ETHN 123: Black Leadership Practicuum. These courses focus on leadership development through the lens of Afro-centric leadership theories and African American activism.
    b. Includes degree, certificate, or course sequences, program delivery or structure, etc

3. <u>Current Program Review (200-400 words)</u>

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2020-21	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 19% Filipino 7% Multi Races 7% African American 3% Pacific Islander 2% Unknown 4% Native American 0%	48% of our students are the first in their family to go to college.	66% Under 24 yrs. 20% Ages 25-34 15% over 35 yrs.	50% Female 47% Male 2% Unknown	10,910 students

Enrollments (duplicated)	Latinx 32% White 25% Asian 19% Filipino 7% Multi Races 8% African American 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	73% Under 24 yrs. 16% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Unknown	32,761 enrollments

(a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.
  - Findings: What has changed from the previous program review?
    - The Umoja Community is an academic learning community and student support program that strives to assist and empower students of the African diaspora. In this way, Umoja is an equity-driven program that helps the college achieve its broader goals to eradicate racialized educational inequities. Currently, Umoja supports over 30% of CSM's Black student population, and our success, retention, and completion rates outperformed the college as a whole during the 2020-21 AY (see table):

	CSM		CSM Umoja	
	19-20	**20-21**	**19-20**	**20-21**
Success	67.8%	70.5%	68%	85%
Withdrawal	13.4%	3.9%	/	/
Fall to Sp Persistence	62.8%	/	91%	93%
F2F Persistence	40.9%	/	/	/

  - Analysis: What factors do you feel contribute to these gaps?
    - n/a
  - Resources: If you were granted a resource request, please note what that was and the impact it had.
    - n/a
  - Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
    - n/a

(b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.
  - Changes since last Program Review: What has changed, in terms of gaps, since last program review?
    - Overall, the Umoja Community's success and persistence data has held steady during the pandemic and the shift to online teaching and learning.

    If anything, they have increased (slightly for ETHN and quite a bit for ENGL). See table in question 3.a.
- Analysis of gaps: What factors do you feel contribute to these gaps?
    o n/a
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
    o n/a

(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps**. Your summary should explain:
- SLO/SAO

    o n/a
- Assessment results

    o n/a
- Program improvements implemented

    o n/a

(c) Challenges and Opportunities: Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).
   a. Well, there is the pandemic. The pandemic has impacted our Black students disproportionately simply because they are disproportionately impacted by poverty, which means they experience a greater level of housing insecurity and food insecurity, and they less likely to have health insurance. In other words, they are impacted by what Gloria Ladson-Billings calls "health and wealth gaps."

   Fortunately, the Umoja Community is well-prepared for such a situation. Utilizing an "ethic of love," we were able to engage and retain our students even as they experienced unimaginable hardships.

4. Planning
a) Program goals
Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals.

For each goal, you should include

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
  - Professional development activities
  - Institutional support
  - Collaborations
  - Training
  - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Expand High School Pathway	1. Develop pathway with Director of High School Transition and Dual Enrollment and SMUHSD Black Parents Association to develop pathway and identify students	1. Offer first Umoja High dual enrollment course in Fall 2022	Spring – Summer 2022	Umoja Coordinator and Director of High School Transitions and Dual Enrollment	Umoja High students are Umoja students, so financial resources may be necessary to include them in the Umoja programming (e.g. field trips)
2. Support Umoja Alumni	1. Develop a program or system for maintaining connections to Umoja alumni, using a combination of technology and personnel.	1. Create a monthly newsletter for Umoja alumni and actively enroll 50% of Umoja graduates in its distribution 2. Connect with at least 12 alumni per month via phone or text.	Ongoing	Umoja Coordinator and Retention Specialist	Newsletter Software (currently using free version of iContact, but the increased volume may result in a paid plan).
3. Honors Project Partnership	1. Collaborate with the Honors Project coordinator to create a pathway from the Umoja cohort courses to the Honors Project	1. Enroll 25% of the Umoja cohort students in the Honors Project for Spring 2023	Spring 2023	Umoja Coordinator and Honors Project Coordinator	n/a