



College of Alameda

2020-21 Program Review Template – Umoja

Program Overview

Please provide your program’s mission statement.

Umoja, (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

List your program staff including full-time and part-time faculty, classified staff, and other categories of employment.

Paula Armstead, Associate Dean
Stefanie Ulrey, English Faculty
Jerel McGiffert, Counselor
Jody Campbell, African American Studies Faculty
Betty Frias, Counselor

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to: [Alignment of Goals](#)

If no program goals exist or if this is your first program review, create 2-3 goals and align them with a College or District goal.

Program Goal	To continue to develop and sustain the Umoja community at College of Alameda.
Status: In-Progress or Complete?	In- Progress
Which college or district goal is aligned with your program goal?	Advance COA Teaching and Learning; Advance Student Access, Equity, and Success; Increase Retention and Persistence rates

Program Goal	To improve the retention rates from term to term of students enrolled in the Umoja community at College of Alameda.
Status: In-Progress or Complete?	In-Progress
Which college or district goal is aligned with your program goal?	Advance COA Teaching and Learning; Advance Student Access, Equity, and Success; Increase Retention and Persistence rates

Program Goal	To increase student engagement in both on and off campus activities for students enrolled in the Umoja community.
Status: In-Progress or Complete?	In-Progress
Which college or district goal is aligned with your program goal?	Advance Student Access, Equity, and Success; Increase Retention and Persistence rates

List the essential functions of your department, program or unit and provide a description of how the unit aligns with the college mission.

Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. With the Umoja Community, students are our highest priority and we promote student success for all students. We invest in building community as a means of empowering students. Through community building, we aim to create an environment that encourages students to be accountable to each other’s learning and spaces where students are supported and challenged. Umoja creates these spaces by offering a village space, cultural enrichment/personal development opportunities, intrusive counseling, and transfer-level courses taught by Umoja faculty.



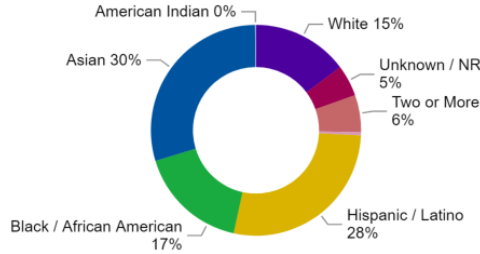
2019-20 Demographic Snapshot

Unduplicated Headcount
10600

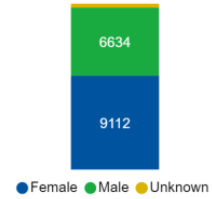
College Enrollment Load



Ethnicity



Gender



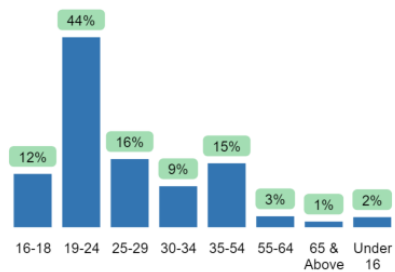
Academic Program Status Percent

Academic Program Status	Percent
Exempt	34%
Matriculating	56%
Special Admit	10%
Total	100%

Top 10 Majors at CoA Percent

Top 10 Majors at CoA	Percent
Transfer Studies/General*	27%
Business Administration-TR*	15%
BIOL Biology*	14%
CIS Computer Info Systems*	8%
Liberal Arts/Natural Sciences*	8%
PSYCH Psychology*	7%
PSYCH Psychology-TR*	7%
ADAM Apparel Design & Merchan*	5%
BUS BUSINESS/Accounting*	5%
Transfer Studies/IGETC	3%

Age Range



Residency	Headcount	Percent
CA Resident	9,829	93%
International	449	4%
Out of State Resident	337	3%
Total	10,600	100%

[Demographics dashboard link](#)

Describe how external factors such as the implementation Guided Pathways, AB705, Student Centered Funding Formula, advisory board recommendations, changing demographics, and/or COVID-19 has impacted the support services your program or administrative unit provides.

How has your program addressed these changes or challenges to ensure students are supported and can continue to work towards meeting their educational goals?

Guided Pathways, AB705, or the Student-Centered Funding Formula (SCFF)

AB705 increased the numbers of students who enter but doesn't account for students who were under prepared or adult learners who could benefit from remediation. The Umoja English instructor will teach ENGL 1AS to build in more space to support students learning.

Advisory board recommendations

N/A

Impact of COVID-19

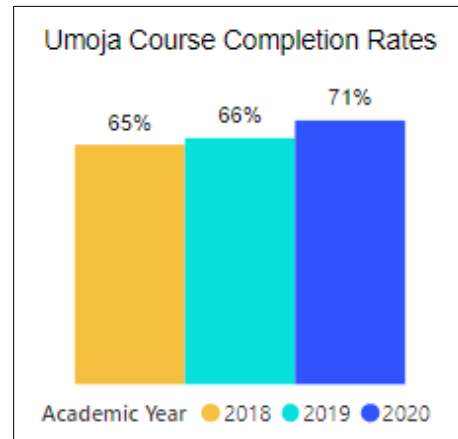
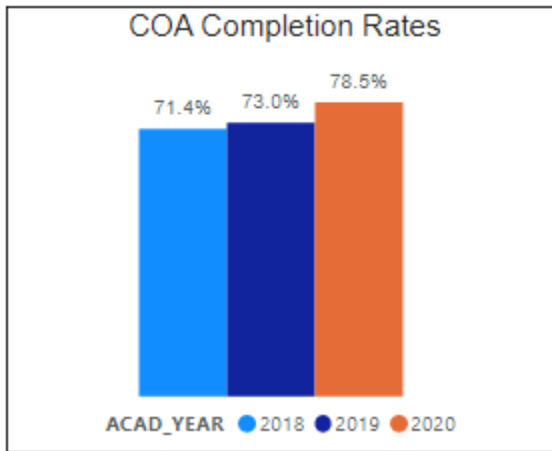
COVID-19 has disrupted the momentum and traction that Umoja started to build at the College of Alameda. Community building activities and our communal space (Village Space) as centering pieces on how the Umoja team intended to grow. With the campus closure most of the plans we back loaded on our Spring 2020 calendar were cancelled. Both the large- and small-scale events were for the students in the program and were also to serve as marketing and recruitment vehicles for future Umoja scholars. In March 2020, we were preparing to send a delegation to the North California Umoja Regional Symposium. We partnered with EOPS and were sending several Umoja students on a HBCU tour during Spring Break 2020. We were finalizing the logistics with Chabot College and Santa Rosa Junior College to take between 30-50 scholars on a Southern California College tour and to participate in the Southern California Umoja Regional Symposium. A handful of Umoja scholars had just received approval from Associated Students to form a Black Student Union and our student group had started mapping out their Spring calendar of events when the campus closed. Much like community colleges across the county, Umoja has lost students. Some students opted not to engage in online learning while others attempted to direct their time and energy to adapt to this new world and reality.

COVID-19 pushed our team to reimagine the Umoja Community at COA. The remaining months of Spring 2020, we as a team attempted to be as available a possible for our students while our professors adjusted to the transition to virtual classrooms. As a team we worked closely to envision what we wanted Fall 2020 to feel like for our community. We moved from a model where the access to our village space (and events) were primary connectors for Umoja students to shifting to making the virtual classrooms spaces to get an essence of community.

Without an on-campus presence and without in-person recruiting as an option, our team moved to contacting new and continuing African American COA applicants and students directly. To further our outreach efforts, we have connected with community partners.

The Counselor/Coordinator connected with Island High School staff, Oakland Unified School District, and Alameda Unified School District administrators and counselors to promote Umoja classes and the Umoja Community at COA.

Data Analysis

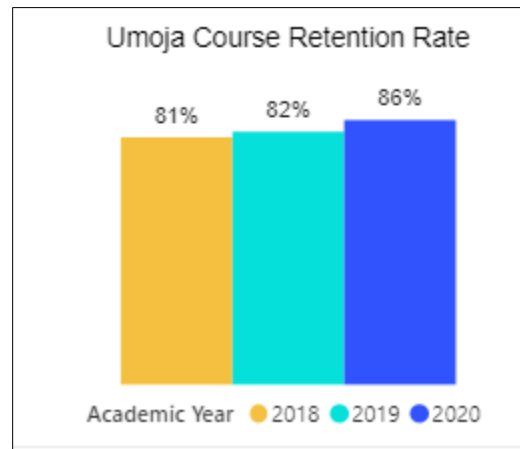
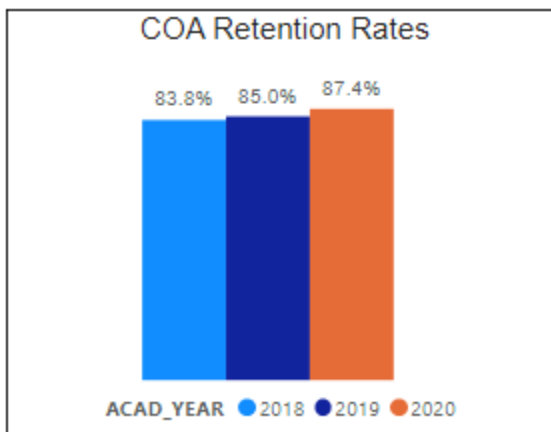


Consider your program's course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

How do the course completion rates for your program or discipline compare to your college's College-Set Standard for course completion of **67%**?

Umoja student course completion rates over the past three is 67% and lags behind the campus rate of 74%.

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?



On average, the Umoja course retention rate is an average of 83%. Umoja's average is slightly lower for all three years assessed for the College of Alameda (85%).

Equity

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals. In 2019 the Student Service Equity team [analyzed data](#) to identify groups that were disproportionately impacted in access, persistence, transfer rate, completion of transfer level English and Math, and goal completion.

- **Access:** Black or African American male students enroll at disproportionate rates. Additionally, female Black or African American, disabled and LGBTQIA students enroll at disproportionate rates.
- **Persistence:** Female Black or African American, Latinx, foster youth, LGBTQIA and veteran students are persisting at disproportionate rates. Male Black or African American, foster youth and LGBTQIA students are also persisting at disproportionate rates. The most significant retention equity gap was with male foster youth students.
- **Transfer to a Four-Year Institution:** Female American Indian or Alaska Native, Native Hawaiian or other Pacific Islander and disabled students transferred at disproportionate rates. American Indian or Alaska Native, Black or African American, Filipino, Latinx, disabled, first generation and foster youth males also transferred at disproportionate rates.
- **Complete both Transfer-level Math and English within the first year:** Female foster youth complete both transfer level math and English at disproportionate rates. Additionally, Black or African American, Latinx, disabled, economically disadvantaged, foster youth and LGBTQIA males transfer at disproportionate rates.
- **Vision 2022 Goal Completion:** Asian, Black or African American, Latinx, foster youth, LGBTQIA, and veteran female students complete at disproportionate rates. American Indian or Alaska Native and LGBTQIA male students are also completing at disproportionate rates.

Discuss how your program worked to address these equity gaps since 2019. Incorporate examples of your program data where applicable.

- **Access:** Umoja is actively working with community partners to recruit African/African American students.
- **Persistence:** Umoja aims to create an inclusive environment. Umoja offers a counselor who works primarily with Umoja students to help them balance academics and their personal lives. The Umoja team works closely together to support students facing challenges inside and outside of the classroom. We routinely refer Umoja students to

other campus resources to help support them such as, the Career Center, EOPS, CARES/CalWorks, NextUp, Student Accessibility Services, and student health services.

- **Transfer to a Four-Year Institution:** Umoja offers a counselor who works primarily with Umoja students to help them navigate higher education and the transfer process. Umoja offers a variety of opportunities for exposure to higher educational options, via college fair, college tours, and college visits.
- **Complete both Transfer-level Math and English within the first year:** Umoja offers ENGL 1A/1AS (Reading and Writing w/support), ENGL 5 (Critical Thinking), and MATH 13 (Statistics) & MATH 213 (Support for Statistics) taught by members of the Umoja team.
- **Vision 2022 Goal Completion:** Umoja offers a counselor who works primarily with Umoja students to help them balance academics and their personal lives. The Umoja team works closely together to support students facing challenges inside and outside of the classrooms.

Degrees & Certificates Conferred

For more information on awards: [Degrees & Certificates Dashboard link](#)

Degrees and Certificates

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways.

How can your program contribute to increasing the number of certificates and degrees awarded over the next three years?

Highlight the campus' efforts to map the degrees and provide students with the tools to understand their options for degree and certificate attainment. Aim to teach students how to use the catalog as resource and invaluable guide to understanding courses and degree requirements. Continue to collaborate with students to develop their educational plans.

Student Learning Outcomes Assessment

List your program's Student/Service Area Learning Outcomes that have been assessed in 2018-19 and 2019-20?

1. To continue to develop and sustain the Umoja community at College of Alameda.
2. To improve the retention rates from term to term of students enrolled in the Umoja community at College of Alameda.
3. To increase student engagement in both on and off campus activities for students enrolled in the Umoja community.

How has your dept worked together on assessment (planning together)? Include the challenges and the successes. What aspects of assessment work went especially well in your department and what improvements are most needed?

Detail the planning process, examples of collaboration with other depts or faculty members, roles in leadership and how the dept used student satisfaction surveys, college surveys or outcome data to assess.

Our Umoja team meets bi-monthly and uses those team meetings to discuss program objectives, program planning, and assessment. These topics are agendaized so that adequate time can be spent on discussion and planning. Student area outcomes are developed together and the assessment is done as a team but led by our Umoja coordinator who is responsible for submitting the documentation. The Coordinator works directly with the Associate Dean. One of the benefits of having such a diverse team is that it includes faculty from Math, English, and African American studies. This allows for more integration of shared ideals and activities.

The assessment process has been greatly improved with the assistance of the Director of Institutional research. Being able to have access to program data and explanations of the process has been helpful and making data informed decisions. The assessments itself have not been difficult, with the exception of alternative methods of collection due to Covid-19.

What were the most important things your department learned from assessment? Did implementation of your action plans result in expansion or improvement of your departments service to students? If so, please explain:

We learned that we have made significant improvement in program development and engagement despite the pandemic. The online community we have sustained during this year has been a testament to the faculty and staff of the program. We have had to readjust planning all while making sure we sustain students and momentum. An example of this was adjusting courses to synchronous sessions to assure we had online presence where Umoja students were able to engage with each other and faculty.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

What the Umoja program needs is full time coordination and/or adequate staffing to fulfill goals and action plans. Program faculty are stretched and with full time coordination and \staffing many of the activities and objectives will be better executed.

Engagement

How has your department has participated in college wide efforts such as committees, presentations, and departmental activities?

Umoja has participated in several campus wide efforts such as Community Partner Breakfast, COA PAAA, COA Virtual Orientation, Round Table of Programs and Services, all campus enrollment events. In both Fall 2020 and Spring 2021 Umoja has offered the campus opportunities to join our students in film viewing discussion and student led virtual 1619 Project Presentations.

How has your department has engaged in community activities, partnerships and/or collaborations?

To further our efforts to outreach Umoja has attempted to partner with campus and community partners. In Fall 2020 the Counselor/Coordinator connected with Island High School, the Alameda Point Collaborative and St. Mary College to develop and design a pipeline between our programs. The goals were to bridge the gap between Island High students and the College of Alameda as higher education option and eventually to connect Umoja with St. Mary's College.

This semester and in the Fall, Umoja and ACCESO/Puente are partnering to offer the campus a series of Money Matters: Financial Literacy Workshops. There are plans for collaboration on a retreat and a counseling course in the future.

The Counselor/Coordinator was asked to join the COA/Oakland Unified School district Cooperative Education Summer Bridge planning committee.

The Counselor/Coordinator was asked by Alameda high to present and to meet students of the Black Student Union virtually. Subsequently, was invited to the Alameda Unified School District Black Family night and spoke about the Umoja Community as an opportunity.

Umoja also works with the following offices to get students enrolled or serviced when applicable: Welcome Center, EOPS, NextUp, Financial Aid, DSPS, New Dream, General Counseling, One Stop. Works with Outreach Office to coordinate tours and to assist with group enrollment.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Clerical Assistant II	<p>Perform a variety of general clerical duties in support of the Umoja (i.e. taking and distributing Umoja meeting notes, updating excel data for Umoja newly contracted students, sort and receive mail, prepare and distribute informational packets and bulk mailings as directed). Manage the Village Space and the student worker.</p> <p>Monitor inventory levels of office supplies; assist with ordering, receiving and maintaining inventory of office and food supplies. Coordinate Umoja orientations (scheduling IT, ordering flyers/posters, sending emails, requesting ALL UMOJA communication. Assist with Umoja activities and events, such as setting up the and help with logistics for Umoja events, trips, and</p>	\$36,097.00	\$27,863.00	\$63,960.00

	conferences. During Covid-19 services are virtual. Will be responsible for helping maintain Umoja virtual office space via zoom. This means meeting with current and prospective Umoja students on zoom.			
Personnel: Student Worker	Responsible for maintaining front counter forms and materials. Informational materials, signs, postings, student updates, documents, and applications at the front counter should be restocked and dates checked. * During Covid-19 services are virtual. Will be responsible for helping maintain Umoja virtual office space via zoom. This means meeting with current and prospective Umoja students on zoom.	\$20,000		\$20,000
Personnel: Part Time Faculty				
Personnel: Full Time Faculty	Counselor/Coordinator The UMOJA Coordinator assists African American and other student populations in transitioning into and connecting with the campus community, enhancing cultural and educational experiences, and increasing persistence and retention rates to achieve their educational goals. The assignment also involves providing educational, career, and personal counseling to students. The Counselor/Coordinator is expected to coordinate	\$85,598.00	\$33,288.00	\$118,886.00

	<p>and facilitate a variety of workshops utilizing the UMOJA Community statewide practices for new and continuing UMOJA students, classroom presentations, outreach activities, evening and Saturday assignments. The Counselor will also provide referrals for students to other services and agencies. The UMOJA coordinator/counselor will also provide leadership in areas of student intervention strategies, enhancing student completions, teaching, career, and orientation to college courses. This assignment also includes curriculum development, participation in the shared governance process through work in normal professional activities, committee work, and student activities.</p>			
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Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals	Funds for Umoja cohort books	\$15,000
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies	General office supplies	\$3,000
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement		

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

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Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
Other		