

UMOJA Learning Community



SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address:

Umoja learning community actively seeks to welcome, engage, and empower all its students— with a particular focus on Black students

Group Targeted for Intervention:

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> LatinX | <input checked="" type="checkbox"/> All Students | <input checked="" type="checkbox"/> New Students | <input checked="" type="checkbox"/> Foster Youth |
| <input checked="" type="checkbox"/> African American | <input type="checkbox"/> Female | <input checked="" type="checkbox"/> First Gen | <input checked="" type="checkbox"/> Homeless |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Male | <input checked="" type="checkbox"/> DSPS | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> Native American | | <input checked="" type="checkbox"/> LGBT | <input type="checkbox"/> Adult ED/ESL |
| <input type="checkbox"/> Hawaiian/Pac Is. | | <input checked="" type="checkbox"/> Veterans | |
| <input type="checkbox"/> _____ | | <input checked="" type="checkbox"/> Other Athletes | |

Metrics:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Course Completion | <input checked="" type="checkbox"/> Matriculation |
| <input checked="" type="checkbox"/> Retention | <input checked="" type="checkbox"/> Transfer |
| <input checked="" type="checkbox"/> xfer ENGL in 1 Year | <input checked="" type="checkbox"/> Degrees |
| <input type="checkbox"/> xfer Math in 1 Year | <input type="checkbox"/> Certificates |
| <input checked="" type="checkbox"/> Access | <input type="checkbox"/> Attain Living Wage |
| <input checked="" type="checkbox"/> Transfer to HBCU | <input checked="" type="checkbox"/> Outreach |

SEA Funding:

Number of Students Served 45
SEA Funding Amount \$60,000
SEA Accounts for 59 % of Program

PROGRAM PROCESS

PROGRAM RESULTS

Resources (Inputs)

Activities (Outputs)

STUDENT OUTCOMES

PILLARS

What resources are you utilizing?
Check all that apply.

What are you specifically doing?
Check all that apply.

Areas where you expect to see change. *Check all that apply. (Credit to Learning Reconsidered 2)*

The impact you expect to have.
Check all that apply.

- (O = Overall project/S = SEA funded)
- O | S**
- Personnel** (working directly on project)
- Faculty
 - Manager
 - Classified Staff
 - Student Employees (peers)
 - STNC
- Materials**
- Supplies
 - Printing/Graphics
 - Textbooks/Magazines/Periodicals
- Services**
- Travel, Workshops
 - Equipment Leases/services
 - External services/contracts
- Equipment/Capital Outlay**
- Furniture
 - Technology equipment/software
 - Instructional/Non-Inst. Equipment
- Direct Student Support**
- Supplies given to students (meal vouchers, books, etc.)
 - Childcare
 - Awards (given for an award received)

- (O = Overall project/S = SEA funded)
- O | S**
- Direct Work with Students**
- 1:1 work with students
 - Work with groups of students
 - Work with students prior to college entry
- Support Activities**
- Financial or material assistance (\$, books, etc.)
 - Academic support or preparation
 - Life, career or other skill building
 - Matriculation step support
- Educational Activities**
- Educational programs or workshops
 - Educational planning
 - Curriculum development
- Practitioner-focused Activities**
- Professional/staff development
 - Research
- Other**
- Technology tools or software
 - Marketing, Publicity, PR
 - Referral/Utilization of services
 - Other
 - _____

Cognitive Complexity

- Critical thinking
- Reflective thinking
- Effective reasoning
- Intellectual flexibility
- Emotional/cognitive integration
- Identity/cognitive integration

Knowledge

- Understanding knowledge from a range of disciplines (acquisition)
- Connecting knowledge to other knowledge, ideas, & experiences (integration)
- Relate knowledge to daily life (application)
- Career decidedness
- Technological competence

Humanitarianism

- Understanding and appreciation of human difference
- Cultural competency
- Social responsibility

Civic Engagement

- Sense of civic responsibility
- Commitment to public life through communities of practice
- Engage in principled dissent
- Effective in leadership

Inter/Intrapersonal Competence

- Realistic self-appraisal and self-understanding
- Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting
- Meaningful relationships
- Interdependence
- Collaboration
- Ability to work with people different from self

Practical Competence

- Effective communication; capacity to manage one's personal affairs
- Economic self-sufficiency and vocational competence
- Maintain personal health and wellness
- Prioritize leisure pursuits
- Living a purposeful and satisfying life
- Media, Technology or Information literacy

Persistence & Academic Achievement

- Manage the college experience to achieve academic and personal success
- Leading to academic goal success including degree attainment

Other:

INVITED & WELCOMED

- Students feel a sense of belonging & a part of the SRJC Community.
- Students introduced to campus activities, support services, and academic programs.
- Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

GUIDED & SUPPORTED

- Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track.
- Students have a goal and know how to achieve it.
- Students stay on track – keeping their eye on the prize.

ENGAGED & EMPOWERED

- Students actively contribute to the college community.
- Students feel they are reflected and represented in the campus culture and motivated to contribute.
- Students actively participate in class and extracurricular activities.
- Students feel somebody wants to help them succeed.

2019-20 SEA Funded Project Review Form

Project Name	Category	Contact	Students Served	Student Enrollments	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
UMOJA	Academic Support	Michael Hale	45	60	~50	\$60,000	59 %

Please type in your responses to the below questions within the space provided.

Summarize your projects' overall goals and/or intentions for students.

For the last 6 years, the Umoja learning community actively seeks to welcome, engage, and empower all of its students— with a particular focus on Black students—through a curriculum and pedagogy responsive to the legacy of African and African American cultures. We combine an ethic of love with intrusive counselling in a culturally competent environment. It is a one-year program where a cohort of students take English and Counseling courses together along with a variety of Umoja-supported GE classes. These courses are supported with services like textbook and food vouchers, supplemental instruction, academic counselling, success mentoring, and academically focused extracurricular activities.

Modeled after SRJC's learning communities and following the Umoja state-wide principles, the SRJC Umoja community meets students where they are and supports them not only on their academic journey but in the development of habits of mind and coping skills that help them manage their overall life. Our program aims to lower the barriers Black students face accessing college, persisting in college, and succeeding in college.

The linked courses include English 1A and English 5 taught by Dr. Michael Hale; Counselling 10 taught by Jesekeh Loggins, Counselling 7 taught by Byron Reaves, and Counselling 80 taught by Jesekeh Loggins. Our general counselling is provided by Jesekeh Loggins as well. Lastly, Regina Mahiri provides administrative assistant support, and Malena Hernandez offers administrative support as well.

Please describe the specific activities supported by SEA funds.

- 20 percent reassigned time for two coordinators and 10 percent for a success coordinator.
- Our direct student support in the form of a book loan program, food vouchers, school supplies, and limited help with transportation
- Outreach and promotional materials
- Campus events like Black History Month, monthly community hour meetings, and an end of the semester celebration as well as an Umoja program graduation celebration.
- Field trips such as the Regional and State Umoja conferences, college tours, and cultural events; however, due to COVID and fires, most of these were cancelled this semester. We re-directed the money towards direct student support.

Share any highlights or achievements your group had during the year – refer to the following data if applicable.

- The further establishment of Umoja name and reputation across the district and throughout the county and state. Our faculty, staff, and students were collaborators in the creation of the BSU demands and BLACC demands. We also provided leadership and labor to the national uprisings in the aftermath of George Floyd and Breana Taylor's murders and have participated in countless conversation across our district, community, state, and nation.
- Maintained a relatively high retention rate despite COVID and the fires.
- The continued development of an early alert system to identify high potential students who are at risk of dropping or not succeeding based upon a multifactor analysis including: attendance, surveys of their overall feeling of confidence, missed assignments, Canvas grades, and information we know about students in their same DI category based upon our district equity report. We took this application from MS Access to a secure, cloud-based application this semester.
- Deeper collaboration with the Welcome and Connect Center as well as other Student Services across the district. We were recently lauded by Michelle Viduarri at the Nov Trustee Meeting.
- Building on state-wide Umoja practices, we have developed the "Umoja supported model" to expand our course offerings beyond a one-year program. Our first professional development opportunity to recruit potential Umoja supported faculty will be during the Feb PDA.
- On-going development of an Umoja office in the Intercultural Center.
- Successful Black history month
- Course success and persistence rates that out preform the district averages
- Welcome and Engaged numbers that out preform the district averages

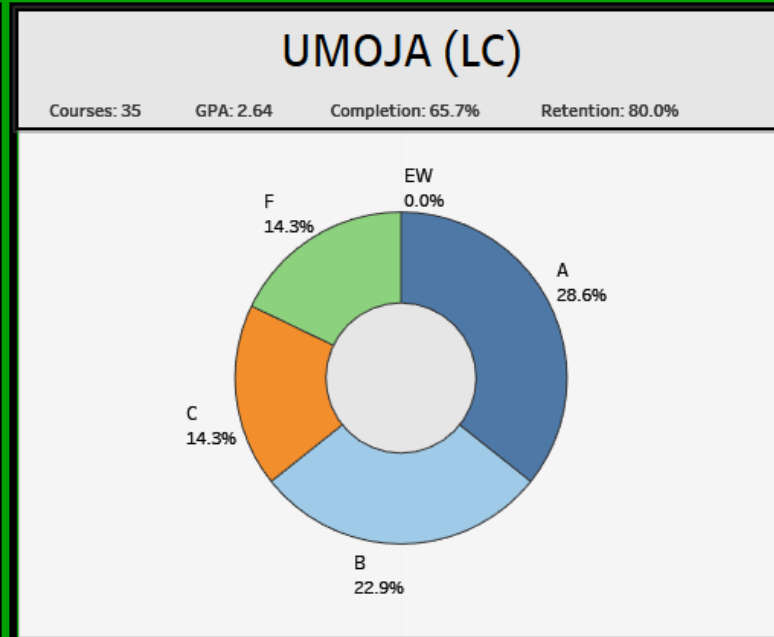
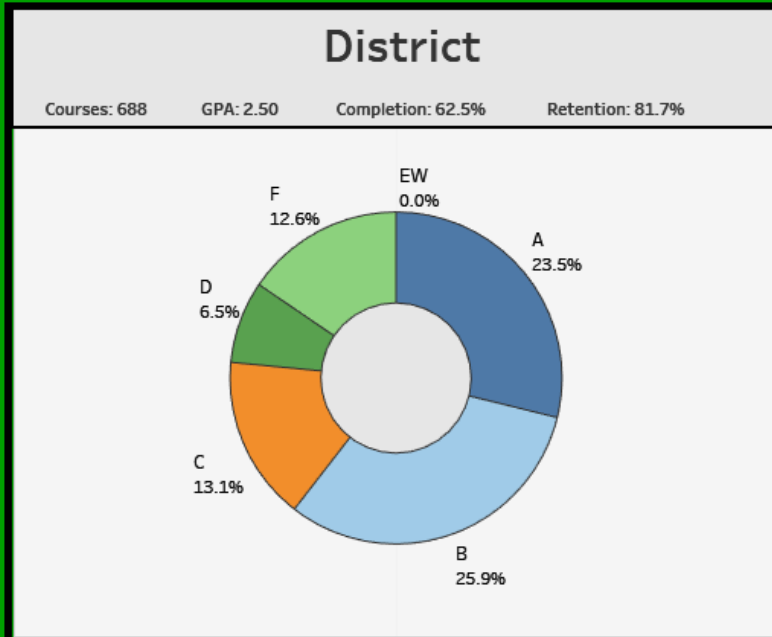
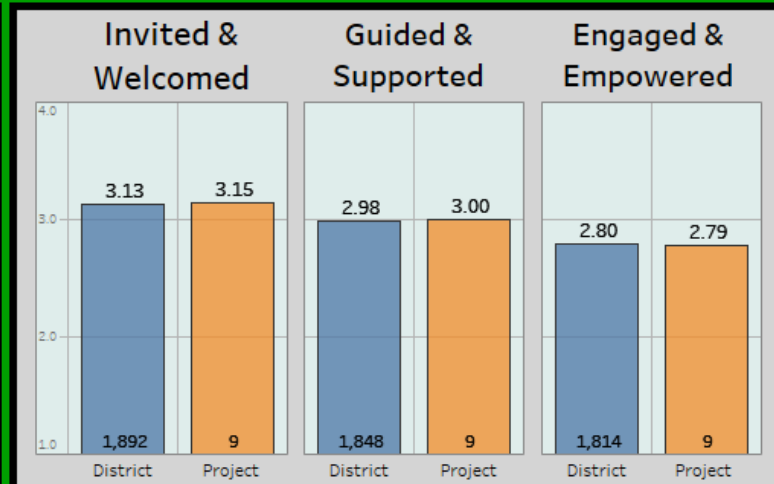
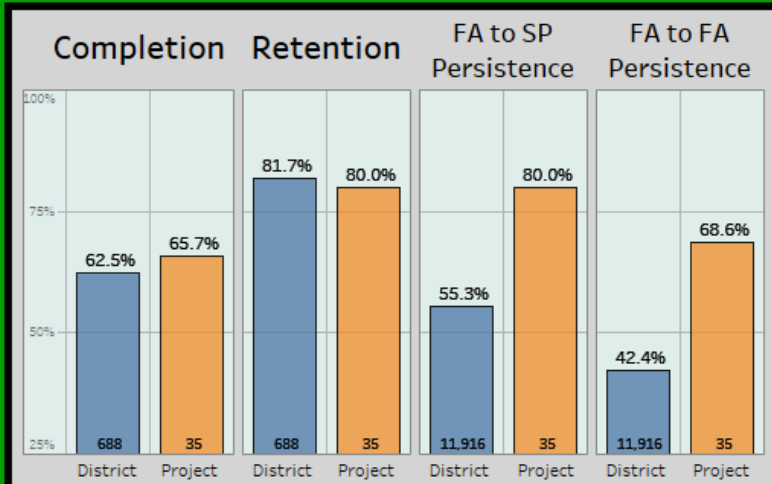
District & SEA Project Comparison

Fall 2019

FT & PT

UMOJA (LC)

ENGL1A



District & SEA Project Comparison

Fall 2019

FT & PT

UMOJA (LC)

ENGL1A

Headcount & Proportion

	District	Project
African American	488 2.5%	20 57.1%
Asian	783 4.0%	0.0
Filipino	184 0.9%	0.0
LatinX	7,325 37.4%	6 17.1%
Multi Ethnicity	1,140 5.8%	6 17.1%
Native American	117 0.6%	0.0
Pacific Islander	85 0.4%	0.0
White	8,268 42.2%	1 2.9%
First Gen	4,797 24.5%	7 20.0%
Low Income	6,296 32.2%	20 57.1%
DSPS	1,530 7.8%	3 8.6%
Veteran	466 2.4%	0.0
Foster Youth	335 1.7%	1 2.9%
LGBTQ	329 1.7%	1 2.9%
Homeless	54 0.3%	2 5.7%

Totals 19,580 35

Course Completion

	District	Project
African American	54.5%	75.0%
Asian	66.7%	0.0
Filipino	50.0%	0.0
LatinX	51.1%	83.3%
Multi Ethnicity	67.8%	50.0%
Native American	100.0%	0.0
Pacific Islander	60.0%	0.0
White	71.0%	0.0%
First Gen	55.0%	57.1%
Low Income	50.8%	70.0%
DSPS	73.7%	100.0%
Veteran	64.3%	0.0
Foster Youth	20.0%	0.0%
LGBTQ	14.3%	100.0%
Homeless	100.0%	100.0%

Averages 62.5% 65.7%

Combined Average **66.1%** DI < **64.1%**

Course Retention

	District	Project
African American	72.7%	85.0%
Asian	90.5%	0.0
Filipino	75.0%	0.0
LatinX	73.9%	83.3%
Multi Ethnicity	88.1%	66.7%
Native American	100.0%	0.0
Pacific Islander	80.0%	0.0
White	86.0%	100.0%
First Gen	76.0%	71.4%
Low Income	75.9%	80.0%
DSPS	78.9%	100.0%
Veteran	100.0%	0.0
Foster Youth	80.0%	0.0%
LGBTQ	57.1%	100.0%
Homeless	100.0%	100.0%

Averages 81.7% 80.0%

Combined Average **84.4%** DI < **82.4%**

Persistence (FA19 to SP20 FA19 to FA20)

	District	Project
African American	47.2% 42.6%	75.0% 65.0%
Asian	58.3% 49.0%	0.0
Filipino	51.4% 43.1%	0.0
LatinX	56.7% 45.9%	83.3% 66.7%
Multi Ethnicity	56.2% 40.7%	100.0% 83.3%
Native American	48.1% 40.3%	0.0
Pacific Islander	43.8% 37.5%	0.0
White	57.0% 42.1%	100.0% 100.0%
First Gen	55.3% 43.7%	71.4% 42.9%
Low Income	56.7% 45.5%	75.0% 60.0%
DSPS	71.8% 60.3%	100.0% 100.0%
Veteran	52.4% 37.2%	0.0
Foster Youth	47.7% 40.9%	0.0% 0.0%
LGBTQ	40.0% 29.4%	100.0% 100.0%
Homeless	21.4% 21.4%	100.0% 50.0%

Fall to Spring 55.0% 80.0%
Fall to Fall 42.0% 68.6%

FA to SP Average **63.5%** FA to FA Average **46.9%**

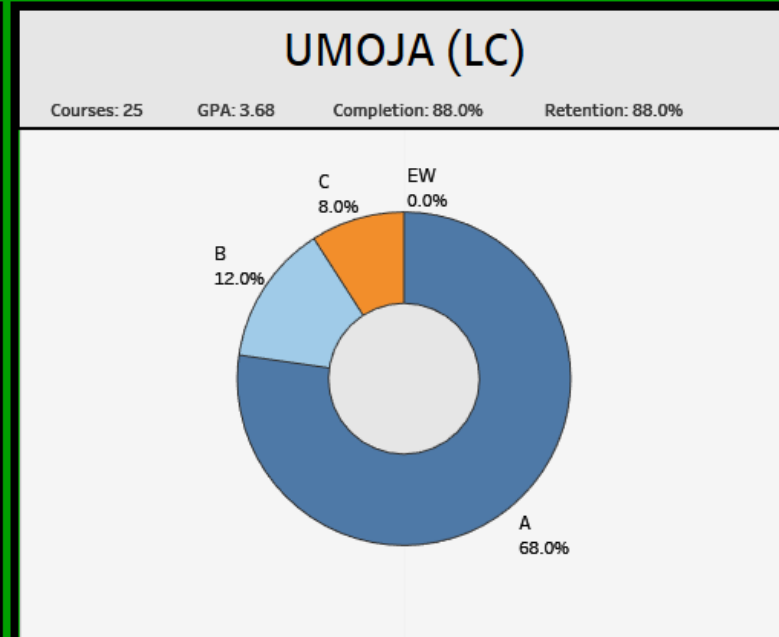
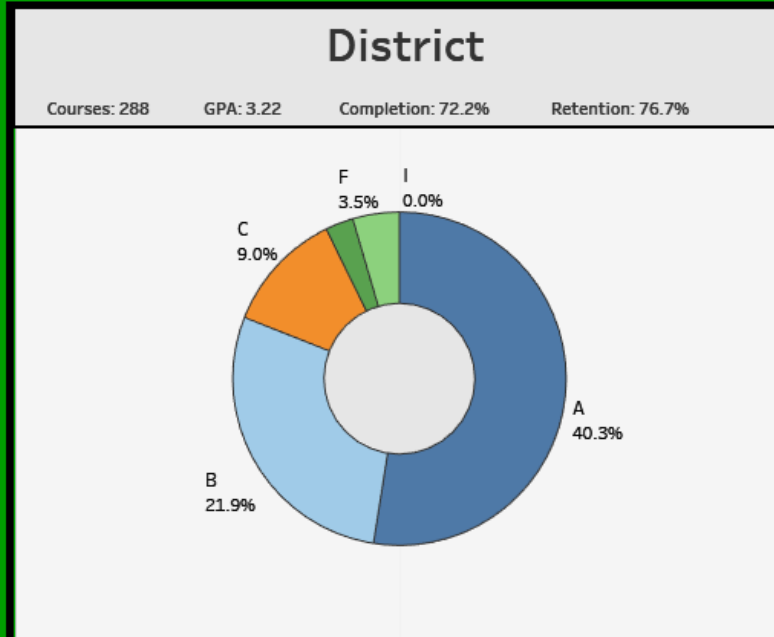
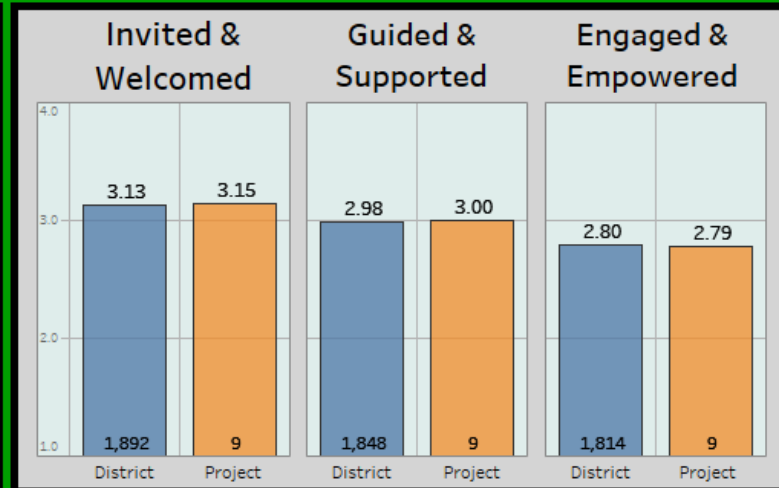
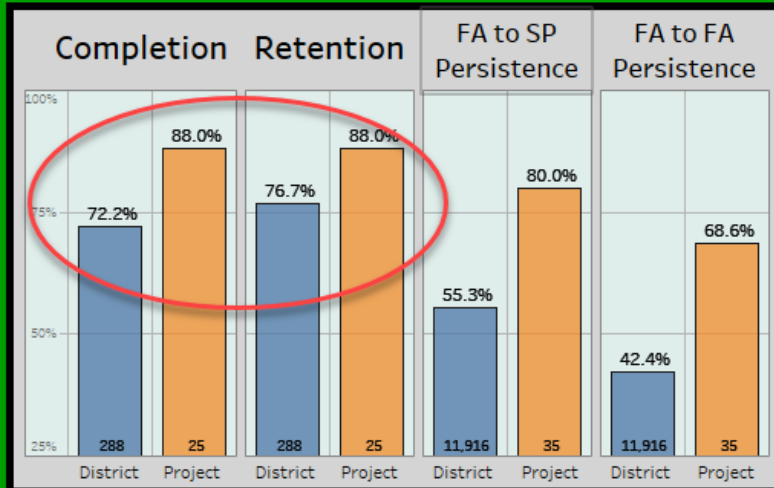
District & SEA Project Comparison

Spring 2020

FT & PT

UMOJA (LC)

ENGL5



District & SEA Project Comparison

Spring 2020

FT & PT

UMOJA (LC)

ENGL5

Headcount & Proportion

	District	Project
African American	447 2.4%	17 68.0%
Asian	732 4.0%	0.0
Filipino	163 0.9%	0.0
LatinX	6,905 37.6%	4 16.0%
Multi Ethnicity	1,042 5.7%	3 12.0%
Native American	103 0.6%	0.0
Pacific Islander	73 0.4%	0.0
White	7,987 43.5%	1 4.0%
First Gen	4,516 24.6%	4 16.0%
Low Income	5,878 32.0%	8 32.0%
DSPS	1,336 7.3%	4 16.0%
Veteran	453 2.5%	0.0
Foster Youth	319 1.7%	0.0
LGBTQ	263 1.4%	0.0
Homeless	38 0.2%	1 4.0%

Totals 18,353 25

Course Completion

	District	Project
African American	100.0%	82.4%
Asian	70.6%	0.0
Filipino	50.0%	0.0
LatinX	64.4%	100.0%
Multi Ethnicity	87.5%	100.0%
Native American	100.0%	0.0
Pacific Islander	50.0%	0.0
White	73.9%	100.0%
First Gen	68.5%	75.0%
Low Income	67.7%	87.5%
DSPS	53.8%	75.0%
Veteran	0.0%	0.0
Foster Youth	100.0%	0.0
LGBTQ	50.0%	0.0
Homeless	0.0	0.0%

Averages 72.0% 88.0%

Combined Average **78.2%** DI < **76.2%**

Course Retention

	District	Project
African American	100.0%	82.4%
Asian	82.4%	0.0
Filipino	50.0%	0.0
LatinX	68.9%	100.0%
Multi Ethnicity	87.5%	100.0%
Native American	100.0%	0.0
Pacific Islander	50.0%	0.0
White	78.3%	100.0%
First Gen	66.7%	75.0%
Low Income	73.1%	87.5%
DSPS	53.8%	75.0%
Veteran	50.0%	0.0
Foster Youth	100.0%	0.0
LGBTQ	50.0%	0.0
Homeless	0.0	0.0%

Averages 76.5% 88.0%

Combined Average **83.3%** DI < **81.3%**

Persistence (FA19 to SP20 FA19 to FA20)

	District	Project
African American	47.2% 42.6%	75.0% 65.0%
Asian	58.3% 49.0%	0.0
Filipino	51.4% 43.1%	0.0
LatinX	56.7% 45.9%	83.3% 66.7%
Multi Ethnicity	56.2% 40.7%	100.0% 83.3%
Native American	48.1% 40.3%	0.0
Pacific Islander	43.8% 37.5%	0.0
White	57.0% 42.1%	100.0% 100.0%
First Gen	55.3% 43.7%	71.4% 42.9%
Low Income	56.7% 45.5%	75.0% 60.0%
DSPS	71.8% 60.3%	100.0% 100.0%
Veteran	52.4% 37.2%	0.0
Foster Youth	47.7% 40.9%	0.0% 0.0%
LGBTQ	40.0% 29.4%	100.0% 100.0%
Homeless	21.4% 21.4%	100.0% 50.0%

Fall to Spring 55.0% 80.0%
Fall to Fall 42.0% 68.6%

FA to SP Average **63.5%** FA to FA Average **46.9%**