Student Success and Equity Project Evaluation 2017-18

Project Contact Name & Department: Michael Hale, English or Jesekah Loggins, Counselling

Project Name: Umoja Learning Community

Project Outcomes

1. Describe the project, including activities utilized and intended outcomes.

   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, African American History, and Counseling courses together and are supported with services like textbook and food vouchers, supplemental instruction, academic counselling, success mentoring, and academically focused extra curricular activities. Our program aims to lower the barriers black students face accessing college, persisting in college, and succeeding in college.

Which Student Equity Indicator(s) is your project expecting to impact?	X Access X ESL and Basic Skills X Transfer X Course Completion X Degree / Cert Completion
Which of the Integrated Student Success Goal(s) is the primary focus of your project?	X Invited and Welcomed X Engaged and Empowered X Guided and Supported X Succeeding and Completing

2. Reflect on the data provided by the Office of Institutional Research.
   a. Based on your project's student population data, what student groups is your project serving? Please provide a brief explanation for these results.
      - Umoja focuses on African and African American students, but ultimately, because our cohort is small, and the assessment of our students ranges across the English developmental pathway (at least until AB705 is implemented), many of our classes have a mix of African, African American, and Latino, White, and Asian students. It is our belief that all students benefit from a deep immersion into the history and cultural practices of resiliency found in the Black freedom movement. African and African American students also find it powerful to have their culture and history foregrounded rather than the dominant paradigm of having to struggle to find their place in an environment that so often foregrounds the culture, history, and voices of white middle class students.
   b. Based on the Student Equity Indicator data, did your project participants have better academic outcomes as compared to the District averages? Which outcomes and why?
      - Yes, we out-performed the district averages in every indicator except GPA. Many of our students had a difficult transition to college. Like other disproportionately impacted student groups, many Umoja students started and then stopped without withdrawing. Once they complete the required minimum number of units, we will be able to take them through the academic renewal

process, and thereby increase their overall GPA. That being said, we did have a significant problem with a number of low grades in the Spring History course. We have identified that problem, and we have taken steps with a new history faculty member to address this problem. We have opened more group study hours in Mi Casa on Tuesday and Wednesdays,, and we have also started a Grit(s) and Grades student group every other Friday that includes culturally relevant food as well as coaching on grit and persistence.

c. Based on the Student Survey data, did your project impact the Integrated Student Success goals? Which goal area and why?
    - The Umoja program outperformed the district averages in every Student Success Goal.

3. Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?
    a. **Invited and Welcomed**: Umoja actively outreaches to high schools and African American related community events as well as in-reaches to currently enrolled student in basic skills English courses and athletic programs like basketball and football. Our team works individually with students to address their confusion about college, their fears about affordability, as well as their fears about their own ability.
    b. **Guided and supported**: we cohort our students together in a series of linked courses: English, History, and Counselling through Fall and Spring of their first full-time year in order to build community and consistency for our students. They receive access to a dedicated counselor, Jesekah Loggins, both in their Counselling 10 (First Year Experience) and 82 (Understanding Transfer) as well as dedicated academic counselling for their Education Plans and the majors they are interested in pursuing. We also support students by planning structured study time in Mi Casa and safe spaces like Grit(s) and Grades, where we talk about grit and persistence through a culturally relevant framework.
    c. **Engaged and Empowered**: Umoja students often attend BSU club meetings, events on campus focused on African and African American culture like the *Black Panther* movie screening or Black History Month events. We also attend university campus tours that focus on African American outreach programs like Sankofa at CSUEB or Umoja Day at Cal and UCD. Lastly, we take students to state-wide Umoja conferences where they are exposed to nationally renowned speakers and have networking opportunities with Historically Black College recruiters and other Umoja students like themselves.

Evaluation and Project Improvement

4. Is your project utilizing other methods to receive feedback or evaluate your project? If yes, please describe.
    a. Jesekah Loggins tracks the students that visit her for counselling appointments in SIS. Students who attend tutoring sign in on time keeper at Mi Casa. Byron tracks the students who receive mentoring and monitors their progress by maintaining follow-up phone calls and texts with students and mentors. Lastly, we closely monitor our budget to maintain an understanding of how many food and book vouchers are being used.
    b. We meet weekly to evaluate both success stories in all of our classes and students who are struggling and in need of support services.
    c. The Umoja program is evaluated every semester by the Umoja state office. The regional Director, Dr. McCord, travels from Solano College for a site visit and a question and answer evaluation session.
    d. Lastly, we speak with a good number black community leaders involved in equity issues that give us feedback.

5. What is your long term vision for the project?
    a. We would like to build a second year component to our program and include more general education classes that are Umoja supported. Are biggest goal is to recruit an allied math instructor.
    b. We would like to start of professional development series that allow professors who are interested in teaching an Umoja supported class to learn more about our pedagogy, and perhaps to attend an Umoja conference.
    c. We want to write grants that allow more of our students financial aid to attend Historical Black College tours in the American South.

d. We would like to collaborate with our regional Umoja campuses, and pool money in order to invite a big name speaker our students could connect with.
e. Reclassify African American history so students can use it to fulfil their U.S. History requirement.

6. What can the Integrated Student Success Committee do to support your project?
    a. Our challenges as a program fall into two categories: intuitional support and student recruitment. Firstly, we are entirely funded through categorical state equity dollars. This money does not commit the institution to general fund support of our program, but rather is depended on a fluctuating budget and political climate. Most importantly, they do not provide sufficient reassigned time for coordinators to make the program more sustainable and manageable. Furthermore, the reassigned time we do receive is money ultimately taken away from direct student support.
    b. Secondly, we struggle with student recruitment. The African American population in Sonoma County is less than 2 percent. It is often challenging to fill a 30-student cohort with students who are excited and motivated to be in the Umoja community. A sizable percentage of our black student population comes from out of state to play sports—mainly football. Because most of these students arrive on campus only days before the semester starts, recruitment, orientation, and assessment is a challenge. On the other hand, the native Sonoma County African American population struggle with a number of specific traumas that present obstacles to recruitment as well.

Please submit to gbertone@santarosa.edu by September 17th 2018

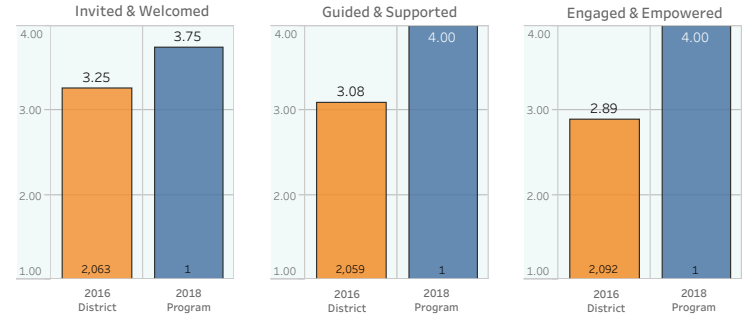
Student Equity & Achievement Data:
UMOJA: FALL 2017

Program	
UMOJA	
Gender All	**Ethnicity** All
First Gen All	**Financial Need** All
DSPS All	**Veteran** All
Foster Youth All	**Homeless** All
LGBTQ All	**FT/PT Status** All
Term FALL 2017	**Matric Status** All
Course ENGL100	

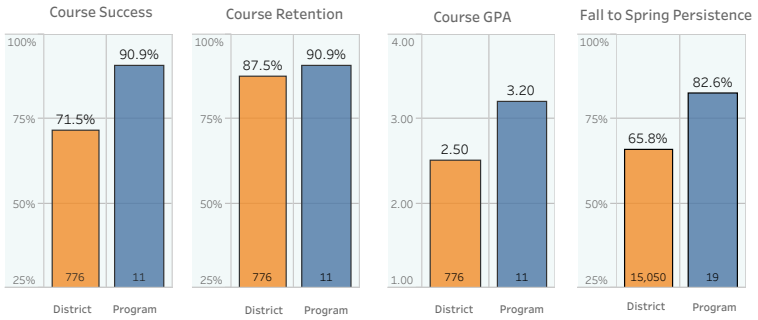
Program Participation Rate

	District	Program
African American	23 3.0%	6 60.0%
Asian	24 3.1%	0 0.0%
Latino	416 53.7%	1 10.0%
Multi-Ethnicity	48 6.2%	2 20.0%
Native American	7 0.9%	0 0.0%
Other	5 0.6%	0 0.0%
Pacific Islander	2 0.3%	0 0.0%
White	249 32.2%	1 10.0%
First Gen Student	279 36.0%	1 10.0%
DSPS	84 10.9%	2 20.0%
Veteran	28 3.6%	0 0.0%
Foster Youth	8 1.0%	1 10.0%
Homeless	2 0.3%	0 0.0%
LGBTQ	26 3.4%	0 0.0%

Pillar Scores from Student Survey



2017-18 Academic Outcomes



Notes:

Selectable Filters (upper left):
Specify the groups to compare on the **Program Particaption Rate** table and the **Pillar Score Survey** and **Academic Outcomes** charts - between the district population and selected program of interest.
Program Particiaption Rate:
Compares individual headcount and proportion (%) of district population with the selected program of intetrest (unduplicated by term).
Pillar Scores from Survey:
Measure to assess how **Invited & Welcome**, **Guided & Supported**, and **Engaged & Empowered** students feel at SRJC.
A subsection of questions from the 2016 SRJC Student Climate Survey, that touch on these topics, were administered to program participants in May 2018.
2017-18 Acedamic Outcomes:
Success, Retention, and GPA comparisons between district average and program of intetrest - individual students are duplicated by enrollments.
Fall to Spring Persistence Rate is based on unduplicated enrollments.

Terms:

Unduplicated by term: A individual student is represented once per term, yet may be counted twice for the acedemic year if enrolled in both terms (select Term filter to dissagregate further).
Course Success: Passing grade of "C" or better.
Course Retention: Any non "W" grade.
Spring to Fall Persistence: Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.

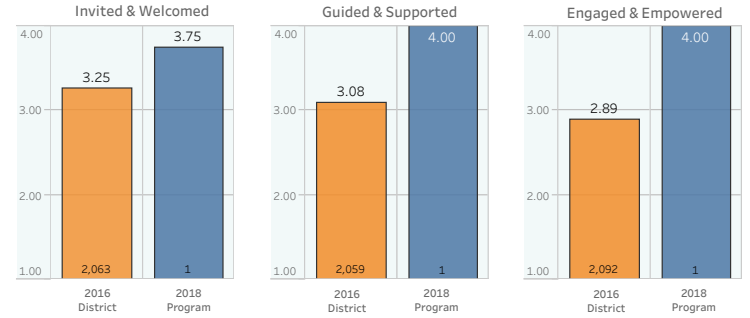
Student Equity & Achievement Data:
UMOJA: SPRING 2018

Program	
UMOJA	
Gender All	**Ethnicity** All
First Gen All	**Financial Need** All
DSPS All	**Veteran** All
Foster Youth All	**Homeless** All
LGBTQ All	**FT/PT Status** All
Term SPRING 2018	**Matric Status** All
Course ENGL1A	

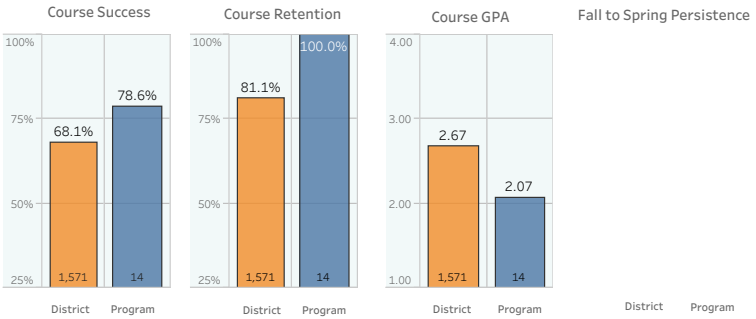
Program Participation Rate

	District	Program
African American	48 3.1%	9 64.3%
Asian	84 5.3%	0 0.0%
Latino	672 42.7%	1 7.1%
Multi-Ethnicity	113 7.2%	3 21.4%
Native American	9 0.6%	0 0.0%
Other	7 0.4%	0 0.0%
Pacific Islander	7 0.4%	0 0.0%
White	633 40.2%	1 7.1%
First Gen Student	438 27.8%	1 7.1%
DSPS	179 11.4%	3 21.4%
Veteran	61 3.9%	0 0.0%
Foster Youth	33 2.1%	2 14.3%
Homeless	8 0.5%	0 0.0%
LGBTQ	59 3.8%	0 0.0%

Pillar Scores from Student Survey



2017-18 Academic Outcomes



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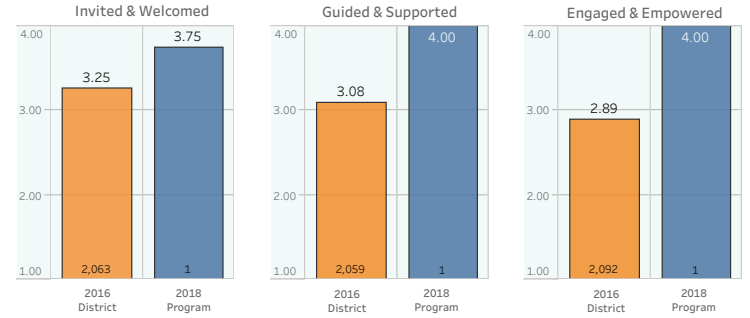
Student Equity & Achievement Data:
UMOJA: FA17 & SP18

Program	
UMOJA	
Gender All	**Ethnicity** All
First Gen All	**Financial Need** All
DSPS All	**Veteran** All
Foster Youth All	**Homeless** All
LGBTQ All	**FT/PT Status** All
Term FA17 & SP18	**Matric Status** All
Course all courses	

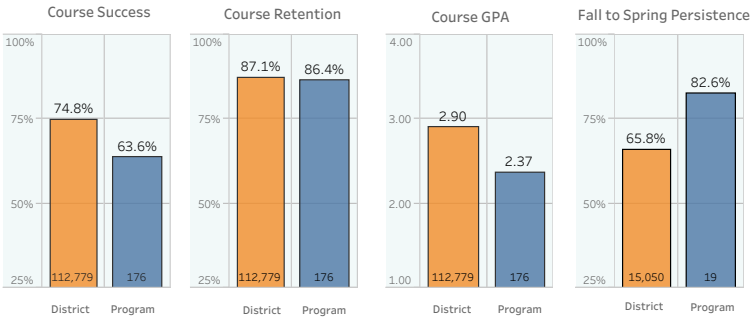
Program Participation Rate

	District	Program
African American	135 2.8%	16 64.0%
Asian	247 5.1%	0 0.0%
Latino	2,030 42.0%	2 8.0%
Multi-Ethnicity	331 6.8%	5 20.0%
Native American	30 0.6%	0 0.0%
Other	25 0.5%	0 0.0%
Pacific Islander	22 0.5%	0 0.0%
White	2,019 41.7%	2 8.0%
First Gen Student	1,312 27.1%	2 8.0%
DSPS	512 10.6%	5 20.0%
Veteran	173 3.6%	0 0.0%
Foster Youth	89 1.8%	3 12.0%
Homeless	23 0.5%	0 0.0%
LGBTQ	181 3.7%	0 0.0%

Pillar Scores from Student Survey



2017-18 Academic Outcomes



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