

Learning Communities Program Review Year Five - Umoja Latest Version

This cycle is to be used by Learning Communities to complete the Program Review Year Five Update.

1. Program Update : Version by Stewart, Jamila on 02/03/2022 21:54

A. Describe any important changes or updates within your program since the 2019-2020 Program Review Year 3 Update. (staffing changes, program changes, etc.)

The Umoja Village, the physical space that houses the Umoja coordinator and student resources, moved into the new Student Union Building, which provides a larger space for Umoja students to congregate and study. The Umoja Scholars Program has added a new English professor, George Olgin, to its team of rotating instructors. Professor Olgin has taught the college composition and transfer level English courses, fusing in African American history to contextualize the writing and research processes throughout both courses. Other staffing changes, are the reduction of Umoja student ambassadors, from four ambassadors to two ambassadors (2020-2021). Additionally, Umoja has integrated its first joint learning community course, History 061 - African American History, in partnership with the Honors Program for Fall 2021, and will be continuing this partnership for Spring 2022 with Honors (Music 012 course) and with the Transfer Academy (Ethnic Studies 045 course). Lastly, this past year, the Umoja Scholars Program has had a number of changes as a result of the COVID-19 pandemic and restrictions. Since the onset of the COVID-19 pandemic (March 2020), the Umoja program has switched from an in-person/face-to-face delivery of instruction and services, to an almost 100% online learning and support services modality. The switch to an online learning and support services modality, has resulted in a 50+% reduction in student enrollment. In addition to the decrease in enrollment, student engagement in communication, community activities, and academic support services (tutoring and office hours) have declined and negatively impacted relationship/community building, retention, and course success rates. As COVID restrictions eased the Umoja Scholars Program has integrated hybrid learning and support services, in the form of one hybrid course (HIST-061 African American History) and the Umoja program coordinator working on-campus in the Umoja Village (physical space), Monday-Thursday 10:00am - 4:00pm.

2. Engagement : Version by Stewart, Jamila on 02/03/2022 21:53

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

The Umoja Team has participated in a variety of committees. Our English faculty, Tess Caldwell and George Olgin, participate in LMC's English Department meetings regularly as well as the Umoja steering committee, the Induna Council. George Olgin also serves on the Curriculum committee and Academic Senate. The Umoja Counselor, Faith Watkins, regularly attends Counseling Department meetings, co-facilitates the Induna Council meetings, and serves on the District's African American Advisory Council, and as a substitute on the Curriculum committee. The Umoja Coordinator, Jamila Stewart, serves as a Classified representative on the Institutional Development for Equity and Access (IDEA) committee, the District's African American Advisory Council, the Honors Advisory Board, and co-facilitates the Induna Council meetings. Jamila also participated in a year-long Pedagogy Innovation Project cohort, and presented at LMC's College Assembly on the Umoja Scholars Program. The Umoja Math Instructors, Diwa Ramos and Rick Estrada, regularly attend Math Department meetings, and Rick serves as an Honors Board Advisory member and just completed a 2-year position as chair of the Math Department. Umoja Humanities instructor, Luis Zuniga, served as a member of the Distance Education committee.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Umoja Counselor, Faith Watkins, participates in a county-wide chapter (Omega Upsilon Omega) of the African American sorority, Alpha Kappa Alpha, which serves the local community (Concord, Pittsburg, Antioch, and Bay Point) and provides educational and basic needs-based services and opportunities to the local high schools and colleges.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

Currently, Umoja's part-time employees consist of two continuing student ambassadors. Student ambassadors are given training on an as needed basis. They are consulted on Umoja activities and are charged with organizing activities and managing the Umoja space. They also are asked for their input on the Umoja experience and how to best support new and continuing students in the program.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

The Umoja Scholars Program's advisory board is referred to as the Induna Council. In 2020-2021 academic year, we saw an increase in the council's attendance grow from two to three people, to ten or more participants, as we transitioned from meeting once a month to meeting once or twice a semester model. The presentations were themed around core issues in the program, as opposed to monthly updates and reports, which enabled more rich conversations and more space for council feedback to help shape the work and development of the program.

The Induna Council met in 2019, November 12, 2020, March 11, 2021, and will meet on November 30, 2021.

In 2019, the Induna Council discussed: increasing the reach of Umoja with a goal of reaching a third of the Black student population. This meeting was informational and provided the Council with the goals of increasing the enrollment of more Black students into the Umoja program.

On November 12, 2020, the Induna Council discussed: Umoja enrollment and the impact and challenges of COVID-19 on enrollment. This meeting was information and provided the Council with updates on the health of the program and the means of communication that was proving to be the most successful with students virtually. The Council provided feedback on varying types of outreach efforts, such as pulling SQL reports that could provide a more targeted outreach approach to increase enrollment in the program.

On March 11, 2021, the Induna Council discussed: Umoja outreach, its current structure, needs, outreach plans, and council participation in outreach efforts. The Council was provided with social media marketing materials to distribute via email and social media to aid in the increased outreach efforts and enrollment in the Umoja Scholars Program.

On November 30, 2021, the Induna Council discussed how the Umoja community practices can inform the Guided Pathways model. During the meeting there was an overview of the current Guided Pathways draft and core Umoja Scholars practices (counseling and culture). The facilitators of the meeting shared how counseling and culture impact the academic and college experience for Umoja students and can be used at LMC at large, suggesting more culturally relevant activities and curriculum, more relationship building between counselors and students, as well as proactive counseling practices.

3. Data Analysis and Goal Setting : Version by Stewart, Jamila on 02/03/2022 21:54

Overall Data Analysis

A. Where is your program being most successful? Why do you think you are achieving success in this area?

The Umoja Scholars Program appears to be the most successful with the overall success rates of our first-year students, and in particular the African American population within our program. We attribute this to having a full-time counselor, who works with Umoja faculty and the Umoja coordinator to identify additional support for our students. We also believe that the increased integration of Umoja courses has created more supportive academic opportunities for our students as well as more opportunities to engage in culturally relevant curriculum. The

Umoja Scholars Program continues to focus on its goals of recruiting predominately African American or Black identified and low income students, and has experienced course and completion success of AB705 courses (English & Math) which have historically been challenging hurdles for this demographic.

Overall Data Analysis

B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

The Umoja Scholars Program is the least successful in supporting the first-year success of our foster youth students. We have not made it common practice to identify who our foster youth students are, or the barriers and needs of these students. To improve, we need to collaborate with the support services (BRAVO Scholars) that work with our foster youth to better understand their needs and to learn best practices to improve our support for these students. We understand that improving foster youth success rates in the Umoja Scholars Program will require increasing the support services that are already provided, but we need to better understand the types of support that would be most beneficial to this population.

Our overall success and enrollment rates have dropped dramatically, which we attribute to the impact of COVID-19 moving the program from a fully in-person/face-to-face modality to a mostly online modality. To improve, we plan to transition the program to an in-person/face-to-face modality in Fall 2022 to provide students with the human interaction that supports relationship and community building, and in-person, interpersonal academic support services. We also hope that the transition to an in-person/face-to-face model will increase enrollment by capitalizing off of our feeder high schools' current in-person/face-to-face modality, as not to disrupt the learning modality of what our incoming high school students are currently experiencing, and to draw in our students that left during 2020-2021 as a result of the predominately online learning modality and the potential students who avoided it.

Equity Data Analysis

The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.

C. Where are the biggest equity gaps for the identified DI populations in your program?

The biggest equity gaps for the identified DI populations in our program continue to be with our Foster Youth students. While there doesn't appear to be a current equity gap for African American/Black identified students within our program, we did experience a decline in our cohort success rate (53%), which is low and needs to be increased to pre-COVID or higher rates.

Equity Data Analysis

D. What does the data suggest in terms of future needs/directions?

The data suggest that the future needs/directions of our program should be around continuing to strengthen support services that would have an intentional impact on Foster Youth first-year success rates.

Equity Data Analysis

E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.

Umoja Scholars Team members have attended flex workshops hosted by the BRAVO Scholars Program Coordinator to initiate a better understanding of the program and its services and to begin an inquiry into the needs and best practices for serving our Foster Youth population. We believe that we need to develop a greater sense of belonging with our Foster Youth, to develop stronger relationships between Foster Youth and the Umoja Team and students, and develop intentional activities that establish a greater sense of community for our Foster Youth within the program. One such need would be to transition the program back to in-person/face-to-face academic and support services to provide more direct support for our foster youth students. In Spring 2022 we plan to learn what specific activities BRAVO Scholars and LMC currently provides for our foster youth populations that foster a greater sense of belonging and relationship building and explore ways to integrate a version of these activities into our program that are provided to all of our students so that our foster youth don't feel isolated but part of the community as a whole.

Goal Setting

EXCEL: Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

No Value

Additional Data Needs

F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.

N/A

4. CPR Goals Update and Alignment

Impact of Resource Allocation