

Program Review Summary Page

For Academic & Student Support Programs

Support Program(s) under Review: Umoja

Term/Year of Review: Fall 2021

Summary of Program Review:

A. Major Findings

Umoja (Swahili word meaning, “unity”) is a two-semester student success learning community that provides dedicated academic and personal support to help students reach their educational, academic, and career potential, thus fulfilling a life purpose. The Umoja fulltime and adjunct faculty and staff are working toward being a sustainable program that fosters student success in and out of the classroom. This shows in our commitment to equity and inclusion, assessment, and our desire to provide the best academic experience for our students.

- A supportive learning community consisting of faculty, staff, and mentors to help support student’s academic, career, and personal journey
- Dedicated Intrusive Counseling – Educational Planning
- Equitable teaching pedagogy designed to enhance the African American experience
- Culturally Responsive Practices
- Innovative teaching modalities (in person, online, breakout rooms)
- Student Services Speaker Series
- Dedicated Umoja Village Space for Porch Talks
- Mentoring – college and community liaisons
- Umoja sponsored cultural conferences and events
- Academic Excellence Celebrations (Kwanzaa, Student Leadership Development, Rites of Passage)
- University and College Visits -University of California (UC), California State University (CSU), and Private Colleges
- Textbook Loan Program
- Community Services Opportunities – volunteering
- Starfish Early Alert System – Academic Progress
- Transfer Readiness – classes and mindset
- Peer to peer support

1. Areas for Improvement:

- Improving the retention and completion rates in our courses. We desire to prepare our student to be effective online learners. The need to take classes online over the past 2 academic years have revealed the need to sharpen the skills set for online education.
- Providing access to tutoring and supplemental instruction.
- Adequate funding stream to promote, maintain, and grow the program.
- Securing funding for the Mentor program. The mentor program is connected to the retention of our students and with nonexistent or insufficient funding it produces a gap in our programming.
- Updating the MOU. 2008 was the last MOU on file.
- Hire fulltime counselor to provide intrusive personal and academic counseling.
- Hire part time Administrative/Program Assistant.
- Collaborate and provide intercultural activities with other learning communities on campus such as Puente.

- Establish a thriving Book Loan program.
- Efficient Outreach Marketing strategy– schools, churches, and community agencies.
- Establish an alumni organization of Umoja students from 2008-present.
- Establish an Umoja club on campus
- Conduct a Summer Retreat- team building exercises.
- Increase class size - Implement strategies to increase program participation on campus.
- Establish collaborative relationship with counselors at the high schools.
- Effective Marketing efforts – publicity, in person contact, and phone banking.

2. Projected Growth, Stability, or Viability:

The past three years have led to enrollment challenges for the program. In 2018, with the implementation of a 2-year program to assist continuing Umoja students toward graduation and/or transfer, Umoja saw a way to try to eliminate the achievement gap. However, When the global pandemic occurred in spring 2020, and the lack of sufficient time to train students in using online courses and services, toppled with the lack of sufficient equipment (computers and internet access), the enrollment numbers decreased drastically campus wide. The shift from in-person service to online courses and services caused the program to go into a state of “viability”. Prior to spring 2020, the overall numbers appeared high in the fall semester, but by the spring semester, enrollment declined. There were many reasons for the decline but one reason for the decline was attributed to the way students enrolled for the program. Umoja is a two-semester program thus students can only enroll in the fall semester, no mid-semester enrollment. Another reason that is evident in most cases was the role of personal responsibility. Many Umoja students are single parents and are the sole supporter of the family. As the college shifts back to on-campus instruction, the program can progress toward **growth and stability**, however, until that time arrives, the program will continue to suffer with enrollment issues. In the next three years, the Umoja Community desires to grow by strengthening our outreach, 2nd year of the program, and having a sustainable budget.

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Umoja Program continues to provide support of NVC’s diverse student population through teaching, mentoring, peer support, course completion, and transfer that benefit African, African American (black) and other students’ individual needs. Being connected to Guided pathways will create new objectives in addition to those that were already being implemented in Umoja. The Umoja Program’s mission and goals of the college are in alignment with Umoja in that the program provides a supportive environment where students can thrive to survive with transfer courses, career – technical education and a myriad of support services that enhance the educational opportunities for the students.

2. Assessment of Program’s Recent Contributions to Institutional Mission:

The Umoja Program stays consistent with the program offerings to promote student success and retention (culturally relevant pedagogy, college visits, conferences, nurturing staff, and faculty, and providing basic needs (food, gas/bus cards when needed). The mission of the Umoja Program serves the mission of the college by educating students to think critically in all areas of life, both academic and non-academic. With that in mind, students are well-prepared to pursue their career goals. Studies show that the Umoja Program offers their students a solid foundation while focusing on a holistic approach – tapping into the mind, body, and soul of the student.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The Umoja Program provides the necessary academic, career, and personal assistance to improve student achievement and assist students achieve their goals of graduation and/or transfer. The activities include but

are not limited to: Intrusive counseling, dedicated space -virtual village, weekly porch talk, mentoring, graduation requirements, career exploration, and transfer guidance. Umoja students meet with the Umoja Counselor three time (3) per semester. The counselor provides intrusive counseling in hopes of forming long lasting personal relationships. Weekly village Services are provided via establishing personal relationships with the Program Coordinator, instructors, support staff, mentors, peers, and staff on campus, better known as FOU’s (Friends of Umoja). Students are guided through critical self-reflection, as they push towards their academic and career goals.

C. New Objectives/Goals:

- Increase outreach efforts – video, classroom visits, high school visits
- Increase program enrollment
- Increase graduation/transfer rates
- Increase opportunities for staff and faculty professional development- attend conferences, speaker series, and student leadership workshops
- Establish a Umoja Advisory Board
- Establish a peer mentor consisting of the former Umoja students
- Mandatory three (3) counseling appointments each semester
- Mandatory Mental Health counseling
- Summer Academy

D. Description of Process Used to Ensure “Inclusive Program Review”

- Monthly Umoja Team meeting updates
- Weekly student updates from Umoja Counselor
- Starfish updates from faculty
- Communication with other Divisions on campus
- Data course collection of current and former students
- Communication with Umoja Statewide and other Umoja programs
- Connection outside the college – outreach, Mentor Me Program
- Feedback from our Mentors

1. PROGRAM DATA

A. Number of Students Served by Program

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Number of Students	56	41	25	-55.4%
Enrollments in Umoja Courses	85	130	78	-8.2%

*Source: SQL Enrollment Files
Includes Umoja-associated sections of COUN-100, COUN-105, COUN-110, SPCOM-120, and SPCOM-126*

RPIE Analysis: The number of students participating in the Umoja program decreased by 55.4% over the last three years and ranges from 25 to 56 students. The number of enrollments within Umoja-associated courses decreased by 8.2% over the same period.

Program Reflection:

The number of students in the program in the last three years demonstrates a decrease in enrollment in each of the three years. The data does not adequately reflect the number of students served within the cohort classes as well as the number of students that finish the cohort classes but still utilize the Umoja services that are provided. Personal reasons

attributed to the decrease. In year (20-21), the enrollment decrease is attributed to the conversion to online instruction and the student's lack of appropriate services (internet and computer access). The college provided laptop rental and internet access (hot spots), but many students were afraid to come to the campus because of safety precautions). Thus, Umoja continues to be understaffed and is without proper funding to effectively maintain and to grow the program's size and increase student success.

B. Demographics of Students Served by Program

	2018-2019	2019-2020	2020-2021	Three-Year Proportion of the Program	Three-Year Proportion at the Institutional Level
Number of Students	56	41	25	120	13,827
Gender					
Male	34.0%	46.2%	36.4%	37.7%	43.0%
Female	66.0%	53.8%	63.6%	62.3%	57.0%
Race/Ethnicity					
Asian	--	--	--	--	3.4%
African American/Black	55.3%	30.0%	54.5%	44.9%	5.3%
Filipino	8.5%	12.5%	9.1%	10.3%	8.5%
Latinx/Hispanic	23.4%	32.5%	18.2%	26.2%	42.0%
Multiple Race	8.5%	10.0%	--	7.5%	6.6%
Native American	--	--	--	--	0.3%
Other	--	2.5%	4.5%	1.9%	3.1%
Pacific Islander	--	2.5%	--	0.9%	0.6%
White	4.3%	10.0%	13.6%	8.4%	30.2%
Age					
19 or less	28.9%	45.0%	40.0%	37.9%	38.8%
20 to 24	44.4%	27.5%	30.0%	35.0%	33.8%
25 to 29	13.3%	10.0%	10.0%	10.7%	12.4%
30 to 34	6.7%	10.0%	5.0%	7.8%	5.2%
35 to 39	2.2%	--	--	1.0%	3.2%
40 to 54	4.4%	5.0%	10.0%	5.8%	4.2%
55 and older	--	2.5%	5.0%	1.9%	2.4%
First Generation	28.6%	58.5%	20.0%	36.7%	39.3%
<i>Source: Student data provided by DSPS</i>					

RPIE Analysis: This section describes the demographics among Umoja students over the past three years, based on NVC records associated with the student identification numbers of program participants. The following demographic groups accounted for a majority or plurality of Umoja students during that period:

- Females (62.3%)
- African American/Black (44.9%)
- Students 19 or younger (37.9%)

The following demographic groups claimed a significantly lower proportion of the population share among Umoja students than they did among the population of NVC credit students over the past three years:

- Latinx/Hispanics (population share 15.8% lower than share among NVC credit students)
- Whites (population share 21.8% lower than share among NVC credit students)

African American/Black students claimed a significantly higher proportion of the population share among Umoja students compared to the population of NVC credit students. (Statistically significant differences are denoted in **bold italics** in the table above.)

Program Reflection:

The data shows that the Umoja program is diverse and fulfills the mission of the college as well as the Umoja Community’s mission. However, recruiting students for the Umoja Program has been a challenge. Napa is housed in a rural community where many of students that attend NVC are Latinx. In part the mission is to serve African, African American students, and other students who happen to reside outside the service area. As NVC attracts students from napa county, many of the students in the Umoja Program are from Solano County. The “cardinal rule” is not to go outside the “service area”, unless by invitation only. This creates a challenge with attracting and enrolling students from diverse backgrounds into the program.

C. Retention/Persistence of Students in Program

	Number of Umoja Course Enrollments*	Number Retained among Umoja Course Enrollments	Retention Rate*	Number of Successful Course Completions among Umoja Course Enrollments	Successful Course Completion Rate*
2018-2019	115	97	84.3%	90	78.3%
2019-2020	141	125	88.7%	99	70.2%
2020-2021	104	86	82.7%	64	61.5%
Three-Year Rate Program Level	360	308	85.6%	253	70.3%
Institutional Level	--	--	90.3%		75.6%

Source: SQL Enrollment Files

*Includes Umoja-associated sections of COUN-100, COUN-105, COUN-110, SPCOM-120, and SPCOM-126
Bold italics denote a statistically significant difference between rates at the program and institutional levels.

RPIE Analysis: The retention rate of students within Umoja-associated sections ranged from 83% to 89% over the past three years. The successful course completion rate ranged from 62% to 78% over the same period. The three-year retention and successful course completion rates among Umoja-associated sections were significantly lower than the institutional rates. Over the past three years, the difference between retention and successful course completion at the program level (15.3%) was larger than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

Program Reflection:

The data illuminates the needs of the Umoja Program. Minority and new majority students have opportunity gaps that are reflected in the retention and course completion data. The Umoja Program serves this population and works to diminish those gaps. More training for students focused on online learning will assist in retention and course completion. Our retention and course completion are also linked to the services offered outside the classroom. It is imperative that Umoja students have access to tutoring and supplemental instruction. Academic counseling continues to be a successful part of the program because each student is tracked and monitored from their first semester in the college/program until the time of graduation with an AA/AS degree, or transfer to a 4-year college or university or leave the college for other reasons. Another successful retention and course completion tool is The Mentor Me Program. The Mentor Me Program pairs Umoja students with on-campus and community members. Takeaways from having a mentor are a supportive and encouraging “jegna” that they may or may not get anywhere else. The Mentor Me Program also serves as a platform to enhance students’ career and networking skills; however, due to the limited, unstable, or more recently lack of funding, the Mentor Me Program is non-existent.

D. Student Equity

	Three-Year Successful Course Completion Rates	
	Rate of Group within Program	Institutional-Level
African American/Black	61.2%	65.0%
Latinx/Hispanic	76.8%	72.6%
First-Generation	73.4%	74.4%
<i>SQL Enrollment Files</i> <i>Bold italics</i> denote a statistically significant difference between rates at the program and institutional levels. Overall SCC rates of students in courses in courses even outside of Umoja		

RPIE Analysis: The three-year successful course completion rate among African American/Black students enrolled in Umoja-associated sections was lower than the successful course completion rate for African American/Black students at the institutional level. (The difference was not statistically significant). The successful course completion rate among Latinx/Hispanic students within the Umoja Program exceeded the successful course completion rate for Latinx/Hispanic students at the institutional level. (The difference was not statistically significant.) The successful course completion rate among first-generation students within the Umoja Program mirrored the successful course completion rate for first-generation students at the institutional level.

Program Reflection:

The Umoja Program will continue to provide quality education to all demographics. Our commitment to inclusion and student equity can be seen in our methods of instruction, and our focus on professional development geared toward supporting and enhancing the success of African American students and all students that enter our classroom. The Umoja Program is an open-access academic learning community and students from all backgrounds are invited and welcome to join. The success of the program has been the offering of transferable courses, the cohort learning community, intrusive counseling, mentoring, and cultural activities. The Umoja Program will continue to provide quality education to all demographics. Our Program’s commitment to inclusivity and student equity can be seen in our methods of instruction, and our focus on professional development geared toward supporting and enhancing the success of Umoja students that enter the classroom. How can the Umoja Program grow, and progress without support of staff and faculty or additional resources?

I. CURRICULUM

This section does not apply to Umoja.

II. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
8	8	12	100%	100%

Learning Outcomes Assessment at the Program Level

Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
8	8	12	100%	100%

*Include all areas of study, degrees, and certificates associated with the program in the table.

Program Reflection:

The Umoja Program has been consistent with assessing all PLO’s using a 3- year cycle. In the next three years, the program will continue our three-year evaluation and add new courses to the evaluation process. We will also reassess the PLOs to make sure they address the GELO’s specifically.

B. Summary of Learning Outcomes Assessment Findings and Actions

The Umoja Program will continue to assess all PLO’s using a 3-year cycle. In the next three years, the program will communicate with faculty experts regarding effective tools for assessment, counseling, and mentoring and create plans for improvement when needed.

Program Reflection:

Based on the information included in this program review, the program is described as “in a state of viability and growth”. Given that as the global pandemic was occurring, and as the college shifted to 100% online in spring 2020, the data from RPIE remains to be highly suggestive. It is important to reiterate the need to align the data across the years prior to the global pandemic, otherwise, you cannot draw any useful conclusions from it. A shift in campus modality presented a more drastic picture of the Umoja program as it related to the class environment. For a program that functions on in-person interaction and deep intrusive counseling, the global pandemic presented a new set of challenges as mentioned earlier. The faculty and staff in the Umoja Program work effectively to enhance every aspect of the program, including curriculum, mentoring, and culturally relevant activities. They meet to discuss assessment, share resources, and develop creative ways to meet the needs of our students, department, division, and institution. Much of our efforts are volunteer hours, and resources come from our personal income (this is not a practice that can be sustained or one that demonstrates NVC’s commitment to the program).

III. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:



*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: 2022
 Plan Years: 2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Mentor Me Funding (Coordinator and activities)	Section II, D	Summer 2022	Students are connected to a mentor (professional on campus and in community) typically in students career field. Mentor assists, advises, and encourages students to persist in educational and career goals.
Umoja Counselor	Section II, D	Fall 2022	Currently the adjunct counselor for Umoja program works part time, but has a large caseload (over 100 students)
Part-time Administrative/Program Assistant	Section II, D	Fall 2022	Currently hire each year on PAF. Consistency and continuity to coordinate the day-to-day activities and assist the faculty.
Outreach	Section II, D	Spring 2022	Marketing tools – videos, flyers, presentations to high schools, social media outlets.
Increase class size	Section B: Projected Growth, Stability, or Viability	Fall 2022	Number of students enrolled in the program

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Napa College district office provided the Umoja Program \$3000 each year to cover the Umoja membership fees at the statewide level. That funding ended in 2019, however, since that time, the Office of Equity and Inclusivity at NVC provided minimal funding to support year end activities. The Umoja Community Statewide Office supplemented each of the 55 Umoja colleges that applied for special funding based on the needs of the college. NVC received money to attend conferences, purchase books for students in a book loan program, and for year-end events. AY2021 funding has not been allocated yet, so the Umoja Program currently functions on zero budget.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

Among the improvements experienced by the UMOJA Program during the previous 3 years, since its last Program Review include the hiring of a regular/permanent Administrative Assistant for 30 hours per week. The most recent hire resigned for personal reasons and the role has since been filled by a part-time, non-regular 19 hour per week employee. This seems to help the program, however, UMOJA needs to return to a regular hire.

The expansion to a second-year/second cohort of UMOJA student Learning Community was orchestrated by the UMOJA Program Team in collaboration with math and English faculty and deans, primarily. This second-year program allows for continuity and seamless course guidance and academic advising towards the student's success as a NVC student.

The UMOJA Village space in the **800 Building** is one unique to our UMOJA Learning Community, no other LC has a dedicated space for students. In the past three years, this space has been furnished and technology added. It serves as a tutoring space, meeting space and a place for UMOJA student to feel at home and safe. Of course, with the advent of the pandemic, this since has not been accessible.

B. Effective Practices

The evident effective practices have been those which were implemented as original elements of UMOJA and strengthened during the past 3 years would be the student-centered activities that develop community among the program students, program staff, program mentors, and college-personnel supporters. The Annual UMOJA graduations event – Rites of Passage acknowledges the persistence and perseverance of our UMOJA students, both graduating students and future graduates.

The regular Kwanzaa engagements of program students and staff that provide a safe space to speak of personal experiences that have influenced their vision to maintain their goal for a college education, along with the challenges of such.

The successful identification and practicing of Learning Outcomes and assessment of such by the UMOJA Program is a practice worth commending as effective.

The integration of campus services to the UMOJA Counseling class is also an effective practice. Presentations from a wide-array of college staff representing services and making themselves visible and personable to the UMOJA students, allows for bridging communication gaps of unfamiliarity with specific services and college staff. The extent that the UMOJA Instructor/Counselor/Coordinator arranges for the array of presentations is unique and commendable.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Oscar DeHaro

Date:

11/3/2021

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The expansion to a second-year/second cohort of UMOJA student Learning Community (LC) was orchestrated by the UMOJA Program Team in collaboration with math and English faculty and deans, primarily. This second-year program allows for continuity and seamless course guidance and academic advising towards the student's success as a NVC student.

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Areas of concern, if any:

- A) Recruitment of students each year; students enroll in cohort in the fall semester only. Students usually come from outside NVC service area.
- B) Adequate funding for program services (tours, cultural events, conferences, etc.)
- C) Committed faculty dedicated to teach for Umoja Program

Recommendations for improvement:

Among the improvements experienced by the UMOJA Program during the previous 3 years since its last Program Review include the hiring of a regular/permanent Administrative Assistant for 30 hours per week. The most recent hire resigned for personal reasons and the role has since been filled by a part-time, non-regular 19 hour per week employee. This seems to help the program, however, UMOJA needs to return to a regular hire.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Fulltime Counselor, Release time for Umoja Faculty
Personnel: Classified	Full time Classified Administrative Assistant
Personnel: Admin/Confidential	Administrator to respond to program needs
Instructional Equipment	Additional computers for student usage in the Umoja Village
Instructional Technology	Updated software for computers
Facilities	Dedicated space,
Operating Budget	\$20,000 - \$30,000
Professional Development/ Training	Umoja Coordinators Retreat, Student Symposium, Student Leadership Conference, Summer Learning Institute
Library & Learning Materials	Books for class on reserve in the college Library