

Summary of Program Review:

A. Major Findings

1. Strengths:

The Umoja Program, a student-centered learning community is designed to make sure students disadvantaged by social, economic, educational, or linguistic barriers get the resources they need to enroll and succeed at any California community college by offering services that are available to all NVC students. The Umoja Program is open to all students and offers a strong support system with personalized attention and culturally relevant programs. Histories and voices of the African diaspora are intentionally acknowledged and woven into the learning experience. We believe that you become empowered when your voice is recognized, which is foundational to your academic and personal success. Umoja Program places intentional and deliberate emphasis on topics and curriculum relevant to the African American experience.

We offer students comprehensive academic and support counseling, caring and knowledgeable faculty in the disciplines of English, Communication Studies, Mathematics, and Counseling. Students that are disadvantaged by social, economic, educational, or linguistic barriers can get the resources they need to enroll and succeed at any California community college.

Umoja at Napa Valley College received funding of \$197,000 for the years 2023-2025. This funding is primarily dedicated to assist with increasing persistence and retention, graduation and transfer rates.

- Building Community (Create an environment that encourages students to be accountable to each other’s learning). We work better together.
- Connections to the African Diaspora (Expand students' cultural awareness of the Diaspora and articulating their own place in that experience)
- Ethic of Love (To express compassion and care in the learning community)
- Culturally Relevant Pedagogy and Practices (We develop curriculum that is relevant to the students’ lives for learning)
- Ritual (Engage in cultural practices rooted in African traditions to strengthen the community and the people within the community)

2. Areas for Improvement:

- Timely submission and funding requests of budget related items.
- More staffing (fulltime administrative assistant)
- Fulltime Counseling component
- Continued outreach and recruitment efforts.
- Continue holistic approach to working with students (intrusive and intentional/deliberate)
- Innovative ways to increase retention rates.
- Increase the transfer rates of Umoja students.
- Since not all students seek to transfer, work on career and educational pathways such as Certificate and local degrees (AA/AS).
- Improve communication with the campus community to promote the programs and increase program awareness.
- Strengthen the Peer Mentor Program.
- Collaboration with other learning communities on campus to build stronger alliances.

3. Projected Program Growth, Stability, or Viability:

- To maintain stability and work towards growing the program as the post pandemic crisis eases, it is important begin to open the campus to provide more on campus support services for students. In addition, to maintain a strong support system there must be personal attention by counselors and instructors to assist with the unique challenges facing African American students and other students from marginalized populations. Most Umoja work is intensive, time consuming and uncompensated. Having role models and faculty, staff that understand the needs of students from their community will increase the retention rate.

The following is needed:

- Integrated instruction from caring faculty – provide enhanced teaching that includes their ethnic background.
- Peer tutoring and supplemental instruction tutoring when needed.
- Motivational and cultural workshops on and off campus
- Campus tours including HBCU (Historically Black College and Universities)
- Participation in the Umoja Community statewide events
- Professional development for faculty and staff in state and out of state.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College prepares students with careers and skills for the diverse, dynamic, and global world. The college is an accredited open-access, degree-and certificate-granting institution committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and is an open campus to provide more support for all students. 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.

2. Assessment of Program's Recent Contributions to 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.

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

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 their 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.

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 times (3) per semester. The counselor provides intrusive counseling in hopes of forming long lasting personal relationships. Weekly village presence with the assistance of the newly hired Peer Mentor Coordinator, students can engage in porch talk and other culturally related activities.

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:

- Create a Umoja Advisory Board
- Work closely with community agencies: Urban League, NAACP,
- Build stronger relationships with BSUs at local high schools
- Continue to tap in our inner self (We operationalize a holistic approach to reach each student—Body, Mind, and Spirit).
- 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

I. DESCRIPTION OF PROGRAM

A. Program Purpose

Describe the purpose of the program – as a general statement.

Following the general statement, a bulleted list may be used to describe the services offered.

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. The Umoja Community seeks to educate the whole student-mind, spirit, and body. We believe that when the voices and histories of African American students are deliberately and intentionally recognized it will help students experience themselves as valuable and worthy of an education. 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.

- Academic Counseling
- Tutoring
- Umoja Club
- Cultural Activities: Symposiums, Lectures, Museums, Performance Arts activities
- Educational Activities: College fairs; Math & English workshops

- College Tours
- Mentoring: Both professional and peer mentoring.
- Book Vouchers/Scholarships program
- Transportation Vouchers
- Early and Midterm evaluations

B. Alignment with the Student Pipeline

Identify how the program's areas of responsibility align with the student's experience.

At what point(s) does the program support students? Use the response in Section I.A to guide this reflection.

- Academic Counseling: Students must meet with their Umoja Counselor twice per semester. They have an educational plan that is created and maintained throughout the academic year.
- Cultural & Educational Activities: Students can attend 2 cultural events per semester, Umoja Indabas once a month, Umoja conferences once a year. Students are also connected with other learning community's activities throughout the year. Students are encouraged to use the math and writing centers on campus.
- College Tours: Students can visit California State Universities and University of California institutions (typically once per semester). During the spring, students can travel to the east coast to tour historically Black Colleges and Universities.
- Mentoring: All Umoja students are paired with a professional mentor during their first year of the program.
- Book & transportation Vouchers/Scholarships program: Student can request a voucher based on their needs per semester.
- Early and Midterm evaluations: All Umoja students are part of the Starfish Early alert program.
- Services that need to be implemented are tutoring in subjects other than math and English and developing and sustaining an Umoja Club

C. Student Population(s) Served

What is/are the intended student population(s) that the program serves? The student populations may be identified via a bulleted list.

We seek to provide services to:

- Students of African American Heritage
- Students of African heritage

-All other students may appreciate the diverse tapestry of our curriculum and services.

Delivery of Services (Modalities)

How does the program deliver services to students? Describe what the program does to ensure access among students, regardless of location or mode of delivery.

Our program believes in providing equitable services to all students. We assess student needs at the start of the semester and locate/provide students with the needed tools for success in our courses and all NVC courses.

- We assess needs with:

Student intake forms

Communication with students and guardians/parents

- We locate and provide:

Any service needed for our students, this includes

Equipment (Computer, laptops, internet access)

Food

Connections to on campus services

Connection to community services

Funds to secure services

Books

Supplies

D. Effective Program

Program Reflection:

What does an effective student support service of the type that your program offers look like? Use the responses to Sections I.A – I.D to begin identifying metrics to incorporate into the remainder of the report – to be used to help evaluate effectiveness of the program.

The Umoja faculty, and staff, work extremely hard to promote retention and persistence in our course offerings. Over the 3-year period, we increased our course offering to meet the student population's demands. Beyond offering diverse class sections, we offer programming that enriches and supports the success of our students in their community, academic, and professional endeavors. In the next three years, Umoja desires to see consistent growth within all of our programming and meet the needs of our students.

II. PROGRAM DATA

A. Demand

Umoja Cohorts 2020-2021 through 2022-2023

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Headcount				
Within the Program	35	31	80	129%
Across the Institution	7,193	6,653	6,155	-14.4%
COUN-100	33	20	7	-78.8%
COUN-105	--	16	10	--
COUN-110	13	15	13	0%
ENGL-120	--	--	21	--
ENGL-95	--	--	21	--
SPCOM-120	15	14	30	100%
SPCOM-126	33	21	15	-54.5%
Within the Program	94	86	117	24.5%
Across the Institution	30,381	25,212	23,473	-22.7%
<i>Sources: SQL Queries for Fall 2023 Program Review & Queries for Umoja Spring 2024</i>				

***RPIE Analysis:** The number of students enrolled (headcount) in the Umoja Program increased by 129% over the past three years, while headcount across the institution decreased by 14.4%. Enrollment within the Umoja Program increased by 24.5% over the past three years, while enrollment across the institution decreased by 22.7%. This increase is attributed to the fact that Umoja related courses are now available to all students that wish to take part in all umoja related activities- alongside the course and program objectives.*

Enrollment in the following courses associated with the Umoja Program changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Course with an enrollment increase:

- SPCOM-120 (100%)

Courses with enrollment decreases:

- COUN-100 (-78.8%)
- SPCOM-126 (-54.5%)

Program Reflection:

Overall Enrollment Trends:

The headcount of students enrolled in the Umoja Program has notably increased by 129% over the past three years. In contrast, overall institutional headcount has experienced a decrease of 14.4% during the same period. This indicates a considerable growth trajectory specifically within the Umoja Program, despite a decline in overall enrollment across the institution.

Enrollment within Umoja Program Courses: Enrollment within courses associated with the Umoja Program has shown distinct changes over the observed timeframe. Specifically, there has been a significant 24.5% increase in enrollment within these courses over the past three years. This contrasts with a notable 22.7% decrease in enrollment across the institution, highlighting the relative growth of the Umoja Program's course offerings.

Course-Specific Enrollment Changes (2020-2021 to 2022-2023): Among the courses associated with the Umoja Program, one course stands out with a significant increase in enrollment: SPCOM-120 experienced a substantial 100% enrollment increase during the specified period. This is attributed to this class being added to the Umoja offerings. Conversely, there are notable decreases in enrollment observed in other courses: COUN-100 saw a significant decrease of 78.8% in enrollment. SPCOM-126 also experienced a notable decrease of 54.5% in enrollment. The shift in online and in-person learning, and the transitions have altered our demographic. Student's work schedules. Are still underlying issues in the Umoja student population. The significant changes in course-specific enrollment highlight the importance of ongoing analysis and adaptation within the Umoja Program's curriculum to address evolving student needs and interests. Further investigation may be warranted to understand the factors contributing to the enrollment fluctuations in specific courses, such as changes in program offerings, student demographics, or external factors.

In summary, the data underscores the remarkable growth and resilience of the Umoja Program amidst broader enrollment trends, emphasizing the program's impact and significance within the institution.

Demographics among Umoja Cohorts vs. NVC Credit Students, 2020-2021 through 2022-2023

	2020-2021 through 2022-2023	
	Umoja Student Population	NVC Credit-Student Population
Number of Students (Unduplicated)	146	13,010
Gender		
Female	58.9%	57.0%
Male	40.4%	40.7%
Unknown	0.7%	2.3%
Race/Ethnicity		
African American/Black	24.7%	4.7%
Asian	2.7%	4.3%
Filipinx	8.2%	8.7%
Latinx/Hispanic	33.6%	40.4%
More than One Race	5.5%	4.8%
Native American	0.0%	0.3%
Pacific Islander	1.4%	0.6%
White	11.0%	26.0%
Unknown	13.0%	10.2%
Age		
19 or Less	76.7%	45.0%
20 to 24	13.0%	23.2%
25 to 29	2.7%	11.2%
30 to 34	6.2%	6.9%
35 to 39	0.7%	4.1%
40 to 54	0.7%	6.2%
55 or Older	0.0%	3.4%
Unknown	0.0%	0.1%
First Generation (Confirmed)	17.8%	23.6%

Sources: SQL Queries for Fall 2023 Program Review & Queries for Umoja Spring 2024

Note: Age measured as of August 15 for first academic year of enrollment at NVC during the defined period.

*RPIE Analysis: The table above reports the demographics among the last three Umoja cohorts alongside the demographics among NVC credit students over the past three years. Statistically significant differences between the two student populations are highlighted in **bold italics** (with the lower of the two population shares highlighted).*

The population shares of the following groups are significantly larger among the Umoja population than they are among the NVC credit-student population:

- o African American/Black students
- o Students 19 years old or younger

The population shares of the following groups are significantly lower among the Umoja population than they are among the NVC credit-student population:

- o White students
- o Students ages 20 to 24
- o Students ages 25 to 29
- o Students in the 3 age groups spanning 35 to 55+

Program Reflection:

These significant differences in demographic composition shed light on the unique demographic profile of Umoja cohorts compared to NVC credit students. The overrepresentation of African American/Black students and younger individuals within Umoja cohorts underscores the program's effectiveness in attracting and serving these specific demographic groups. Conversely, the underrepresentation of white students and older individuals suggests that the mission and curriculum of the program may not be of interest to these populations, as the Umoja Community is a community that is open to all students. We foster an inclusive learning environment within the Umoja program.

Educational Goals among Umoja Cohorts, 2020-2021 through 2022-2023

General Educational Goal	Number of Umoja Students	Proportion of Umoja Students
Students with a Transfer-Related Goal Recorded at NVC	107	73.3%
Students without a Transfer-Related Goal Recorded at NVC	39	26.7%
<i>Sources: SQL Queries Conducted by RPIE Based on Students Enrolled in Umoja-Related Sections</i>		

RPIE Analysis: Over the past three Umoja cohorts, the majority of students (73.3%) have a transfer-related goal on file with NVC. The remaining 26.7% of Umoja students have not identified a transfer-related goal with NVC.

Program Reflection:

The provided RPIE analysis focuses on the transfer-related goals of students within the last three Umoja cohorts. Here's a summary of the key findings:
While the majority have articulated their intent to transfer, this subset of students has either not yet decided on their transfer plans or may have different educational aspirations, such as entering the workforce directly after completing their studies at NVC.

These findings highlight the prevalence of transfer-related aspirations among Umoja students, indicating a strong emphasis on higher education and academic advancement within the program. Understanding the motivations and goals of students who have not identified transfer-related objectives could inform targeted support and resources to assist them in clarifying their educational pathways and achieving their academic and career objectives.

B. Momentum

**Persistence from Umoja Year to Following Academic Year at NVC,
Umoja Cohorts Spanning 2018-2019 through 2020-2021**

	Number of Umoja Students	Proportion of Umoja Students
Number of Unduplicated Students across 3 Umoja Cohorts	116	100%
Number that Persisted from Umoja Year to Following Year	80	69.0%
<i>Sources: SQL Queries Conducted by RPIE Based on Students Enrolled in Umoja-Related Sections</i>		

RPIE Analysis: Among students enrolled in the Umoja Program 2018-2019 through 2020-2021, 69.0% persisted at NVC in the academic year following their participation in Umoja.

Program Reflection:

The provided RPIE analysis focuses on the persistence rates of students enrolled in the Umoja Program from 2018-2019 through 2020-2021. This data indicates that seven out of ten Umoja students continued their enrollment at NVC in the subsequent academic year after their participation in the program. Understanding the persistence rates of Umoja students provides valuable insights into the program's impact on student retention and academic continuity. It suggests that a significant proportion of Umoja participants can maintain their enrollment at NVC, potentially indicating the program's effectiveness in supporting student success and engagement beyond their initial involvement. Further analysis may be warranted to explore factors contributing to student persistence within the Umoja Program and identify opportunities for continued improvement in supporting student retention and academic progress.

**Completion of Transfer-Level Math and English at NVC,
Umoja Cohorts Spanning 2018-2019 through 2020-2021**

	Number of Umoja Students	Proportion of Umoja Students
Number of Unduplicated Students across 3 Umoja Cohorts	116	100%
Number that Successfully Completed English 120 (Only)	13	11.2%
Number that Successfully Completed MATH 232 or MATH 106 (Only)	5	4.3%
Number that Successfully Completed Both Transfer-Level English and Math	40	34.5%
Number that Did Not Successfully Complete Transfer-Level Course in Either Discipline at NVC	58	50.0%
<i>Sources: SQL Queries Conducted by RPIE Based on Students Enrolled in Umoja-Related Sections</i>		

RPIE Analysis: Among the 116 (unduplicated) students enrolled in the Umoja Program 2018-2019 through 2020-2021, 34.5% successfully completed both transfer-level English and math at NVC. An addition 11.2% of Umoja students successfully completed transfer-level English, and approximately 4% successfully completed transfer-level math. Half of the students in the three Umoja cohorts tracked through fall 2023 did not successfully complete either transfer-level English or transfer-level math at NVC.

Program Reflection:

The provided RPIE analysis focuses on the academic achievement of students enrolled in the Umoja Program from 2018-2019 through 2020-2021.

- These completion rates highlight the academic progress of Umoja students in meeting transfer-level requirements in both English and math courses at NVC.
- Despite the achievements mentioned above, half of the students in the three Umoja cohorts tracked through fall 2023 did not successfully complete either transfer-level English or transfer-level math at NVC.
- The Non-Completion of Transfer-Level Requirements indicates a sizable portion of Umoja students facing challenges or barriers in meeting transfer-level academic requirements, potentially impacting their progression towards degree completion or transfer to four-year institutions.

Understanding the completion rates of transfer-level English and math courses among Umoja students provides insights into their academic attainment and progress within the program. While a notable percentage have successfully met these requirements, a significant proportion have not, suggesting the need for targeted support and resources to address academic challenges and improve student success rates. Further analysis may be necessary to identify specific factors contributing to non-completion and implement interventions aimed at enhancing student outcomes and facilitating their educational goals within the Umoja Program.

C. Student Achievement

Educational Outcomes among Three Umoja Cohorts (2018-2019, 2019-2020, and 2020-2021)

	Number of Umoja Students	Proportion of Umoja Students
Number of Unduplicated Students across 3 Umoja Cohorts	116	100%
Number that Transferred to a Four-Year Institution (Fall 2018 through Fall 2023)	26	22.4%
NVC Degree Recipients among Students Who Did Not Transfer	13	11.2%
NVC Certificate Recipients among Students Who Did Not Transfer	1	0.9%
Number of Umoja Students Who Didn't Transfer or Complete Who Were Enrolled at NVC in Fall 2021 or Later (through Fall 2023)	30	25.9%

Sources: SQL Queries Conducted by RPIE Based on Students Enrolled in Umoja-Related Sections; Enrollment Matches among Four-Year Institutions Based on File Submitted to National Student Clearinghouse

First Institution of Transfer among 26 Umoja Students

Four-Year Institution	Number of Umoja Transfers
University of California (UC) – Davis	3
Arizona State University	3
California State University (CSU) – East Bay	2
California State University (CSU) – Sacramento	2
San Francisco State University	2
Sonoma State University	2
Other CSU (Polytechnic, Polytechnic Humboldt, Maritime Academy)	3
Other UC (Berkeley, San Diego)	2
Out-of-State	5
In-State Private	2
<i>Source: Detailed Report from National Student Clearinghouse</i>	

RPIE Analysis: Among students enrolled in the Umoja Program 2018-2019 through 2020-2021, 22.4% transferred to a four-year institution between fall 2018 and fall 2023. An additional 12.1% of students in the three Umoja cohorts received a degree or/and certificate from NVC. Thirty former Umoja students (who represent 25.9% of the three cohorts) remained enrolled at NVC in fall 2021 or later.

Among the 26 Umoja students who transferred to a four-year institution, eleven transferred to a California State University campus first, and five transferred to a University of California campus first. Eight Umoja students transferred to out-of-state institutions, and the remaining two students transferred to in-state private institutions.

Program Reflection:

The provided RPIE analysis focuses on the outcomes of students enrolled in the Umoja Program from 2018-2019 through 2020-2021, specifically regarding transfer and attainment of degrees or certificates. Here's a summary of the key findings:

1. Transfer to Four-Year Institutions: This indicates a substantial portion of Umoja participants progressing to pursue higher education beyond NVC, potentially towards completing bachelor's degrees or further academic pursuits.
2. Degree/Certificate Attainment at NVC: This highlights the academic achievements of a portion of Umoja students who successfully completed their programs of study at NVC.
3. Continued Enrollment at NVC: This indicates that many Umoja participants continued their education at NVC or were engaged in ongoing coursework or programs at the institution beyond the initial tracking period.
4. Transfer Destinations: Among the Umoja students who transferred to four-year institutions, eleven transferred to California State University campuses first, while five transferred to University of California campuses first.
 - Additionally, eight Umoja students transferred to out-of-state institutions, and the remaining two students transferred to in-state private institutions.
 - This diversity in transfer destinations suggests that Umoja students pursued a range of educational opportunities beyond NVC, including both in-state and out-of-state institutions across various systems.

Understanding the transfer and attainment outcomes of Umoja students provides valuable insights into the program's effectiveness in facilitating educational advancement and pathways to higher education. These findings demonstrate the diverse trajectories and achievements of Umoja participants, underscoring the program's impact in supporting student success and mobility within the higher education landscape. Further analysis may be warranted to identify factors contributing to successful transfer and degree attainment among Umoja students and inform strategies for enhancing support and resources to promote continued success within the program.

Educational Goals among Umoja Cohorts, 2018-2019 through 2020-2021

General Educational Goal	Number of Umoja Students	Proportion of Umoja Students
Students with a Transfer-Related Goal Recorded at NVC	88	75.9%
Students without a Transfer-Related Goal Recorded at NVC	28	24.1%
<i>Sources: SQL Queries Conducted by RPIE Based on Students Enrolled in Umoja-Related Sections</i>		

RPIE Analysis: Among the three Umoja cohorts enrolled in 2018-2019 through 2020-2021, the majority (75.9%) had a transfer-related goal on file with NVC. The remaining 24.1% of past Umoja students did not identify a transfer-related goal while attending NVC. These figures reflect the pattern described above, within Section II.A – describing demand among recent Umoja cohorts.

D. Student Learning Outcomes/Student Services Outcomes Assessment Findings

Number of Student Learning 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
3	2	3	67%	100%

Current Outcomes Statements for Umoja, As Recorded in Nuventive:

- *Acquire academic skills, self-management, and self-discipline skills. Students will acquire a greater sense of self-awareness by demonstrating an understanding of African-American history, African American culture and their relationship to them through cultural activities and discussion. Students of other backgrounds will provide discussion on comparison of their culture to that of African, African American, and others. (Last assessed: 2022-2023)*
- *Students will acquire communication and counseling skills to create self confidence and enhance self esteem. (Last assessed: 2022-2023)*
- *Students are provided academic courses in Counseling, Communication, English, Math, Humanities, and Sociology, counseling, tutoring, career, mentoring activities, and assistance with the college matriculation and transfer process. (Last assessed: 2018-2019)*

Program Reflection:

These outcomes statements reflect Umoja's holistic approach to student development, encompassing academic, cultural, and personal growth dimensions. By offering a range of academic courses and support services, combined with opportunities for cultural exploration and skill development, the program aims to empower students to succeed academically and thrive personally. Regular assessment of these outcomes ensures continuous improvement and alignment with the evolving needs of Umoja participants.

III. EVALUATION OF EFFECTIVENESS

Program Reflection:

The faculty and staff in the Umoja Program effectively work together to enhance every aspect of the department, curriculum, and student success. We frequently 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 volunteered 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 this program. Outreach is needed to grow our program.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2021) included the following initiatives:

- Mentor Me Funding (Coordinator and activities)
- Umoja Counselor
- Part-time Administrative/Program Assistant Outreach
- Increase class size

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

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 1800 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 refurbished 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. Recent Improvements

C. 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.

V. PROGRAM PLAN

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

- Viability
- Stability**
- Growth

*Please select ONE of the above.

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

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.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. 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.

Description of Current Program Resources Relative to Plan:

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. We believe that there should be a line item in NVC (Napa Valley College) budget.

THREE-YEAR PLAN

PROGRAM:	UMOJA COMMUNITY				
PLANNING YEARS:	2024-2025 through 2026-2027				
<i>Program/Service</i>	<i>Unit-Level Initiative</i>	<i>Anticipated Year of Implementation</i>	<i>Anticipated Outcome of Initiative</i>	<i>Description of Resource Need</i>	<i>Type of Resource Need</i>
Mentor Me Funding (Coordinator and activities)	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.	Summer 2024	Outcomes: additional student support, communication, retention and persistence.	Funding: To sustain continuity, growth, and student success, the Mentor ME program needs sufficient and stable funding. The program aids the student in developing and promoting retention, persistence, and student success.	Funding
Umoja Counselor	Currently we have no Umoja Counselor. The coordinator is doing double duty.	Fall 2025	The Umoja Counselor is imperative to implement the many Umoja principles and services of the program. Outcomes: EDplans, communication, retention and persistence.	Funding: Hiring a full-time Umoja counselor to work with all students in the program.	Funding
Part-time Administrative/ Program Assistant	Currently hire each year on PAF. Consistency and continuity to coordinate the day-to-day activities and assist the faculty.	Fall 2024	Programmic continuity	Funding: to keep with continuity, hiring a part time admin/ program assistant to handle the day-to-day operations of the program.	Funding
Outreach	Marketing tools – videos, flyers, presentations to high schools, social media outlets.	Fall 2024	Outcomes: increased enrollment	Funding: marketing tools needed to recruit potential students.	Funding

UMOJA
STUDENT SUPPORT PROGRAM

SPRING 2024

Completed by Supervising Administrator:

o Guerrero
Alejandro Guerrero

Date:

5/2/24

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

<p>It is clear that Umoja is making important impacts for students. Their specific activities and Umoja ceremonies are meaningful, culturally relevant and responsive to the community they serve. I have seen the increase of Umoja students and overall stability of the program over the last several years. A shift back to in person classes and services has been good for the program. The mentoring components of the program are also meaningful and valuable for both the students and the mentors. The curriculum reflects the students it serves and is responsive to their needs. Umoja intrusive counseling approaches are also important and meaningful for students.</p>
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Areas of concern, if any:

None

Recommendations for improvement:

Continuous outreach and recruitment.

Additional information regarding resources:

N/A
