

Umoja Program Review

Umoja Program Review Template

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A. Program Information

Program Mission Statement

1. Please enter your mission statement here.

The Foothill Umoja program is committed to supporting African American and other scholars transfer to four-year academic settings or to enter the workforce. We believe a community power base is a critical resource for the success of scholars. Using a cohort model rooted in the academic, counseling, and cultural practices established by the statewide Umoja Community, we offer accelerated English and Math for transfer, holistic counseling services, and sociocultural activities for identity development and a sense of belonging.

Program Level Service Area Outcomes

2. Please list the program-level service area outcomes.

- Scholars will learn critical thinking and writing skills, and quantitative reasoning necessary to successfully complete transferable college level English and Math courses within their first year of the Umoja Program
- Scholars will meet with the Umoja Counselor at least twice per quarter, complete a FAFSA form, develop an educational plan, and successfully complete two transferable counseling courses that focus on building college success skills and navigating the transfer process
- Scholars will participate in Umoja sponsored activities and cultural events to occupy study spaces on campus, build communal intelligence and awareness of connectedness to the African diaspora, and develop their cultural identity by tapping African American intellectual, spiritual, and artistic voices.

The chart below shows the total number of students in the Umoja program.

	2019-20	2020-21	2021-22	2022-23	2023-24
Total Number of students in program	98	96	89	78	92

B. Transfer level Engl & Math Completion

The chart below shows the number of Umoja students completing transfer-level English and Math within 1 year.

	2019-20	2020-21	2021-22	2022-23	2023-24
ENGL 1A	18	18	15	28	29
Math (Math 10, 40A, or Other)	n/a	12	8	64	30

3. What are your program's goals in respect to students completing transfer-level English and Math within 1 year?

The Foothill Umoja program has a goal of 100% success rate for scholars completing transfer-level English and Math within one academic year. This goal aligns with the Umoja practice, acceleration in transfer-level English and Math. It also supports the college's funding formula.

4. What do you observe in the data above in relation to your goals? What do you want the college to understand about completion of transfer-level English and Math?

Overall, the rates of completion in transfer-level English and Math have increased, with the greatest rise in the past 2 academic years. There are several noteworthy impacts on the number of scholars completing transfer-level English and Math courses in their first year. First, during the last 5 years the Umoja program staff has changed and the COVID-19 pandemic occurred, both of which temporarily destabilized the program. However, in the last two years, these two conditions stabilized allowing the program to more fully support scholars as noted by the recent increase in successes. Second, the Math enrollment in 2022-23 included Puente scholars as part of a pilot double section format. We have since realized both programs have insufficient resources needed to sustain this format and have returned to separate sections. Lastly, the Umoja dedicated sections for Math did not begin until the 2020-21 academic year.

5. What actions does your program plan to take in order to achieve your goals?

We plan to maintain all of the following actions to support our goals. In the academic years 2022-23 and 2023-24 we had two embedded tutors in both the English and Math sections. In addition to the Umoja faculty teaching the courses, the Umoja counselor and coordinators also provided scholars with direct support in both classes. This model of wrap around support aligns with the Umoja practice, Everybody's Business and appears to have a positive effect on student success. Additionally, we offer study labs in the Village space weekly to support scholars with completing their assignments and asking questions. Tutors, faculty, and program staff are available for support. All Umoja teaching faculty are required to attend the Umoja Summer Learning Institute bi-annually where they receive training on implementing Umoja practices within their curriculum and deepen their connection to the Umoja Community, creating a stronger power base for the scholars

6. What does your program need to execute this action plan?

A dedicated student success specialist could provide academic support and connections to resources, while allowing the Umoja program staff to dedicate their time to other supportive functions. Additional space in the Garden tutoring center to expand the Village would allow us to accommodate more scholars at once during study labs and classes. We need ongoing support from the STEM and WLC tutoring programs, California funding for the Umoja program, and Foothill Office of Equity funding for professional development.

C. Students Check List

The chart below shows the rate (%) of Umoja students completing the Student check list within 1 year.

	2019-20	2020-21	2021-22	2022-23	2023-24
Meet with Umoja Counselor (6+ times)	47	2	42	72	74
Submit FAFSA form	63	69	71	82	91

The chart below shows the rate (%) of Umoja students completing two counseling courses (i.e., CNSL 56, CNSL 1, CNSL 8H) within 1 year.

	2019-20	2020-21	2021-22	2022-23	2023-24
Complete 2 CNSL courses	83	70	88	95	98

7. What are your program's goals in respect to students completing the checklist?

The Umoja program goals per academic year are: 100% of scholars will complete their educational plans and meet with a counselor at least 6 times, 90% will complete their FAFSA forms, and 60% will complete two counseling courses in their first year.

8. What do you observe in the data above in relation to your goals? What do you want the college to understand about students completing the checklist?

Overall, the rates demonstrate a trend towards meeting the goals of the program. In 2023-24, we exceeded our goals for FAFSA and Counseling course completion.

It is important to note that COVID-19 restricted in-person counselor meetings and scholars were challenged to meet virtually. Prior to the 2022-23 academic year, it was more common for check-ins to be scholar driven. Now the program enforces this requirement by meeting with students during their on-campus cohort courses.

Additionally, there were transitions in the Umoja coordinator and counselor positions during academic years 2020-21 and 2021-22, respectively. The changes in program staff made it difficult to maintain continuity in contact with the scholars, impacting completion rates. However, in the last 3 years Umoja program staff has remained consistent.

Lastly, the growth of the program with limited dedicated counseling time makes it difficult to meet with each scholar multiple times per quarter.

9. What actions does your program plan to take in order to achieve your goals?

The program plans to continue the following practices. We use weekly text messages, weekly email, and intentional messaging when it is time for scholars to report for check-ins and/or update their education plans. With the limited counseling to meet each scholar for 30 minutes twice per quarter, the Umoja counselor completes one 30 minutes check-in and two 15 minutes check-ins during the quarter.

In 2022-23 we started sending a list of scholars to the Financial Aid office during the summer to verify which scholars needed to complete FAFSA paperwork for the upcoming year. Based on information from financial aid, Umoja program staff split the roster and directly contacted scholars with the remaining steps to complete their FAFSA. Additionally, all incoming scholars are required to complete a 3-day orientation prior to the start of Fall quarter where we have a financial aid representative present to review information and confirm the status of scholars' paperwork.

10. What does your program need to execute this action plan?

First, a dedicated student success specialist could help the program track scholars who have not completed the checklist and then provide individualized assistance with the process and maintain contact through completion of their FAFSA.

Second, a more responsive financial aid office could help ensure scholars have completed their FAFSA paperwork. Without timely information about the status of FAFSA paperwork, scholars receive preventable financial holds on their accounts. This restricts retention because scholars with holds are unable to register for classes in subsequent quarters.

Third, using the MIS data maintained by the District for communication purposes to ensure we are reaching all enrolled Umoja scholars regardless of their cohort year.

Lastly, a better counseling tracking system would be useful. It is hard and time consuming to get useful data about drop-ins and other appointments from SARS.

D. Sense of Belonging

The charts below show student responses to the sense of belonging survey (AY23-24).

Number of students completing survey 19 pre and 24 post

Pre-Survey

	Completely True	Mostly True	Sometimes True and Sometimes Untrue	Mostly Untrue	Completely Untrue
I feel comfortable contributing to discussions in my Umoja classes	11	5	3		
I feel comfortable asking an Umoja teacher for help if I do not understand course-related material	15	3	1		
I feel that someone in the Umoja program would take the time to talk to me if I needed help	14	5			
I invite people I know from my Umoja classes to do things socially	9	2	3		5
I feel a sense of belonging from being in the Umoja program	14	3	2		
Being in the Umoja program has given me confidence to self-advocate in my non-Umoja classes	11	5	3		

Post-Survey

	Completely True	Mostly True	Sometimes True and Sometimes Untrue	Mostly Untrue	Completely Untrue
I feel comfortable contributing to discussions in my Umoja classes	15	3	4	2	
I feel comfortable asking an Umoja teacher for help if I do not understand course-related material	12	7	3	2	
I feel that someone in the Umoja program would take the time to talk to me if I needed help	16	6	1	1	
I invite people I know from my Umoja classes to do things socially	5	8	4	3	4
I feel a sense of belonging from being in the Umoja program	14	4	5	1	
Being in the Umoja program has given me confidence to self-advocate in my non-Umoja classes	15	5	2	2	

11. What are your program's goals in respect to sense of belonging?

The Umoja program administers a sense of belonging survey to scholars in weeks 10 or 11 of the fall quarter and then again in the Spring quarter. The goal is for 85% of scholar responses on the belongingness questionnaire to be completely or mostly true.

12. What do you observe in the data? What do you want the college to understand about sense of belonging in your program?

Overall, Umoja scholars responded positively (completely or mostly true) to the questions on the belonging survey. Over 85% of the scholars marked completely or mostly true in response to feeling like someone in the Umoja program would take the time to talk to them if they needed help. This remained consistent over the pre and post surveys and is in alignment with our goal.

Most positively in the post-survey are the increase in comfort contributing to discussions in Umoja classes (63% completely true compared to 58%) and in confidence to self-advocate in non-Umoja classes (63% completely true compared to 58%).

The decline in sense of belonging may be due to the nature of waning excitement often seen over the course of a quarter and academic year. In a survey following a team-building event during fall orientation 56% of scholars agreed and 38% strongly agreed the activity created a sense of belonging.

13. What actions does your program plan to take in order to achieve your goals?

The program plans to implement the following actions. First, we increased the participation level in the post-survey by providing scholars with printed copies rather than using a Canvas quiz. We will continue to use printed copies to maximize participation.

Second, the decline in sense of belonging will be an area for the program to focus on with more intentionality. The responses after the fall orientation team building event suggest these activities support a sense of belonging. As a program, we will organize similar bonding events to occur over the course of the full academic year.

Lastly, we could include feedback surveys following all Umoja sponsored events to assess the sense of belonging generated by each activity. This would help us design programming most likely to support belonging.

14. What does your program need to execute this action plan?

Planning and executing program activities requires human resources, which are difficult to harness during the academic year because of competing responsibilities for Umoja staff. The Umoja program could connect with other resources on campus, such as the BIPOC Multicultural Center to organize events that build a sense of community and belonging.

E. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

The Umoja program goals for the coming year are to increase the enrollment of women, to complete a study abroad program in Ghana, and to increase social interactions outside of class time.

2. What is your implementation plan for the above-mentioned objectives?

To increase the enrollment of women, we plan to continue to shift our recruitment demographic from primarily men's football and athletics to directly targeting all new Foothill students who self-identify as Black on their new student applications.

We will continue to work with the Foothill Global Experiential Learning department to create a study abroad program in Ghana during Spring 2025.

To increase social interactions outside of class time, we plan to organize a roller skating outing in winter quarter and at least one spring quarter kickback event (i.e., card games, dominoes, social games) in the Village space.

3. What barriers has the program faced in implementing improvements?

There have been several barriers to enrolling more women in the Umoja cohort. First, a prior over-emphasis on recruiting male athletes maintained a gender imbalance in the cohort. Since we started shifting this enrollment strategy to include the wider Foothill population of Black identified students, the number of women scholars has increased. Second, we recognize that women in the Black community are often balancing multiple demands, including caregiving, work, and school. The in-person format of most Umoja cohort classes may be a barrier to increasing enrollment of women scholars. In response, our program is discussing how to design an asynchronous cohort model.

This is the first time the Umoja program has planned a study abroad program and we are experiencing typical challenges trying to organize something new. We are working closely with the Foothill Global Experiential Learning department, who have experience planning study abroad programs.

For planning activities, a barrier is finding time for program staff to organize the events. We already include several quarterly events to support academic success, so these would be additional activities to organize. Additionally, the program counselor will be on sabbatical in winter quarter, reducing program staff resources.

F. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends						
Umoja (FH)						
	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	87	116	97	86	62	-28.7%
Enrollment	199	311	277	312	250	25.6%
Sections	7	11	11	9	9	28.6%
WSCH	244	448	382	438	355	45.5%
FTEs (end of term)	16	30	25	29	24	50.0%
FTEF (end of term)	0.6	1.1	1.0	0.8	0.7	20.4%
Productivity (WSCH/FTEF)	407	423	368	540	492	20.9%

FTES

1. What are your program's goals in respect to FTES?

The Umoja program goal for full-time equivalent student (FTES) is 25. We established this rate based on the recognition that our scholars are often balancing school with competing demands, including work, family care, long commute times to campus, and athletics.

2. What do you observe in the data above in relation to your goals? What do you want the college to understand about FTES in your program?

The data shows a 50% increase in FTES over the past five years with an average rate of 25. This is in alignment with our goal.

It is important to note, that the program is limited in number of scholars it can serve with the current level of program staff. Additionally, gray shirt athletes are restricted from full-time student status intentionally to support their adjustment to balancing academic and athletic responsibilities. With a portion of these athletes in the Umoja cohort we will have limitations on increasing FTES.

3. What actions does your program plan to take in order to achieve your goals?

We plan to maintain our goal for FTES. However our intention is to also widen our recruitment of women and non-athlete scholars, which may also increase FTES.

Additionally, our program will continue to retain scholars after their first year by maintaining contact, including returning scholars in the fall orientation, and the end of the year celebration.

4. What does your program need to execute this action plan?

More student employment opportunities on campus and paid internships could provide scholars with financial stability to offset the need to work additional jobs. A student success specialist could assist with retaining and supporting returning scholars. We will continue to work with the institutional research and district reporting offices to obtain contact information for recruiting new scholars and maintaining scholars from prior cohorts.

Productivity

5. What are your program's goals in respect to productivity?

The Umoja program goal is to meet a 450 minimum level of productivity. We offer 8 cohort classes per academic year, but we do not require completion of all 8 classes to be eligible in the program. Some scholars are admitted to the program already having completed one or two classes. Additionally, gray shirt athletes are restricted in unit count and often not eligible to register for the spring quarter counseling course.

6. What do you observe in the data above in relation to your goals? What do you want the college to understand about productivity in your program?

The data shows productivity increased 36% over the past five years. In alignment with our goal, productivity has been over 450 the last two academic years. It is important to note that in academic year 2022-23, our productivity was impacted by the Umoja section of Math 10 (Elementary Statistics) because it was a pilot double section that included Puente scholars as well. This turned out to be unsustainable and we have since returned to separate sections.

7. What actions does your program plan to take in order to achieve your goals?

We plan to maintain the 8 Umoja dedicated courses and the goal of 450 productivity.

8. What does your program need to execute this action plan?

We will need the continued commitment of instructors to teach the designated courses and support of division deans for scheduling.

G. Enrollment by Student Demographics

Enrollment Distribution

Enrollment Distribution For Program Review

Enr Distribution by Student Demographics

Umoja (FH)

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	60	30%	141	45%	110	40%	78	25%	80	32%
Male	133	67%	169	54%	165	60%	234	75%	170	68%
Unknown gender	6	3%	1	0%	2	1%	0	0%	0	0%
Total	199	100%	311	100%	277	100%	312	100%	250	100%

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	10	5%	17	5%	13	5%	6	2%	2	1%
Black	75	38%	175	56%	140	51%	201	64%	126	50%
Filipinx	3	2%	1	0%	5	2%	1	0%	1	0%
Latinx	48	24%	50	16%	80	29%	58	19%	83	33%
Native American	0	0%	0	0%	1	0%	0	0%	0	0%
Pacific Islander	27	14%	33	11%	16	6%	43	14%	34	14%
Unknown ethnicity	16	8%	14	5%	3	1%	1	0%	2	1%
White	20	10%	21	7%	19	7%	2	1%	2	1%
Total	199	100%	311	100%	277	100%	312	100%	250	100%

a. By Gender

9. What are your program's goals in respect to enrollment by gender in your program?

The Umoja program has traditionally been more highly enrolled with men athlete scholars, but our goal is to increase the enrollment of women by 10%.

10. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

The data generally confirm the traditional ratio of more men to women scholars. However, in academic year 2020-21 the enrollment ratio was closest to equal (55% : 45%). Classes were online due to COVID-19 restrictions. Being at home may have supported women caring for family and eliminated commute time and cost, which made it easier for women to enroll. After academic year 2022-23, our outreach shifted from primarily men's football to directly targeting all new Foothill students who self-identified as Black on their applications. As a result, enrollment of women increased 7% between 2022-23 and 2023-24. This is in alignment with our goal to increase enrollment by 10%.

11. What actions does your program plan to take in order to achieve your goals?

We plan to continue recruitment outside of primarily men's athletics. With the assistance of Foothill institutional research we have accessed the contact information for students applying to Foothill who self-identify as Black African descent and we reach out to those students about the program. Additionally, our enrollment has increased due to family and community referrals from former Umoja scholars. We are also considering diversifying course format to include more online instruction options to better meet the potential needs of Black women scholars.

12. What does your program need to execute this action plan?

We will continue to need assistance from Foothill institutional research, the marketing department, and outreach programs to recruit a more gender balanced Umoja cohort. The Online Learning department could be a helpful resource for developing an asynchronous cohort model.

b. By Ethnicity

13. What are your program's goals in respect to enrollment by ethnicity in your program?

The Umoja program is rooted in practices that align with Black and African diaspora principles and overlap with other indigenous cultures. While most scholars in the program self-identify as Black/African American this ethnic identity is not required for participation. We have also highly enrolled scholars who identify as Latinx and Pacific Islander. Our program goal is to continue to enroll students from a variety of ethnic backgrounds who are interested in a learning community based on the Umoja practices, with special attention to support Pacific Islander identifying scholars because there is not currently a learning community dedicated to their specific cultural values in an academic setting.

14. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

The five-year data show an average enrollment of 52% scholars who identify as Black, 24% who identify as Latinx, and 12% who identify as Pacific Islander. This enrollment trend is consistent with the program's goal to support scholars from a variety of ethnic backgrounds using the Umoja practices. We think it is important to note that scholars who identify as both Black and Latinx are counted by the college as Latinx for the purpose of being designated an Hispanic enrolling institution. This practice of binary choice for ethnicity has the effect of erasure of the Black student population.

15. What actions does your program plan to take in order to achieve your goals?

We plan to continue our enrollment practices targeted to the Black, Latinx, Indigenous, and Pacific Islander populations.

16. What does your program need to execute this action plan?

We will continue to need assistance from Foothill institutional research, the marketing department, and outreach programs to recruit BIPOC scholars. We also maintain our collaboration with the BIPOC Multicultural Center to recruit and support Umoja scholars.

H. Course Success

Student Population Areas of Focus

Course Success For Program Review

Limits: Course Credit Status Credit

Course Success											
Umoja (FH)											
	2019-20		2020-21		2021-22		2022-23		2023-24		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
Success	155	78%	203	73%	191	77%	260	93%	203	93%	
Non Success	28	14%	47	17%	32	13%	18	6%	8	4%	
Withdrew	16	8%	30	11%	24	10%	3	1%	8	4%	
Total	199	100%	280	100%	247	100%	281	100%	219	100%	

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	97	77%	152	76%	148	75%	219	94%	68	93%
Non Success	18	14%	30	15%	28	14%	13	6%	4	5%
Withdrew	11	9%	18	9%	21	11%	2	1%	1	1%
Total	126	100%	200	100%	197	100%	234	100%	73	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	58	79%	51	64%	43	86%	41	87%	135	92%
Non Success	10	14%	17	21%	4	8%	5	11%	4	3%
Withdrew	5	7%	12	15%	3	6%	1	2%	7	5%
Total	73	100%	80	100%	50	100%	47	100%	146	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

17. What are your program's goals in respect course success in your program?

The Umoja program offers cohort courses for ENGL 1A, CNSL 1, PHOT 8, MATH 10, COMM 12, CNSL 8H, ENGL 1B, and COMM 2. Our goal is 100% success rate. This goal aligns with the statewide Umoja Community practice of acceleration in English, Math, and Counseling.

18. What do you observe in the data? What do you want the college to understand about course success in your program?

The data demonstrates progress towards our goal of 100% success rate. The five-year average success rate for the program was 83%. The overall program success rates for the last two academic years were consistently 93%.

Success rates for scholars identifying as Black, Latinx, and Filipinx increased 17% and 14% for Asian, Native American, Pacific Islander, White, and Decline to State. For the last two academic years, the success rates averaged 94% and 91% for the respective groups.

It is noteworthy, the Umoja program success rates for scholars identifying as Black, Latinx, and Filipinx exceeded the college.

Again, we think it is important to understand that scholars who identify as both Black and Latinx are counted as Latinx. Additionally, grouping Pacific Islander with White, Asian, and Decline to State students has a similar minimizing effect on their success. Thus, we chose to examine the course success rates by individual ethnic groups.

19. What actions does your program plan to take in order to achieve your goals?

We believe the scholar success rates align with the practice, Umoja as a power base. With this in mind, we plan to continue offering academic, financial, and cultural identity support through dedicated counseling, cohort classes with instructors trained in the Umoja practices, embedded tutors in English and Math, study jams, cultural activities, free textbooks, and transportation cards.

20. What does your program need to execute this action plan?

We need continued institutional and state level support in funding, dedicated space, and program staff release time. To increase success rates to meet our 100% goal, we believe a dedicated student success specialist would help us provide the more individualized support to ensure scholars complete financial aid paperwork, stay current in coursework, and access campus-wide resources as needed. All are critical to scholar success.

I. Course Success by Modality

For Course Success by Modality visit https://foothilldeanza-my.sharepoint.com/:f/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBcy0PmInLpXnQm4717cPKQ?e=LgYxBb

21. What are your program's goals in respect course success by modality in your program?

The Foothill Umoja program goal is 100% course success rate across modalities. Our cohort classes have been primarily offered face-to-face, with the exception of during COVID-19 restrictions and traditionally our communications courses have been offered asynchronously.

22. What do you observe in the data? What do you want the college to understand about course success by modality in your program?

The data show course success for Umoja cohort classes increased over the past 5 years, 17% for face-to-face, 23% for asynchronous, and 5% for hybrid on-campus.

In academic year 2023-24, face-to-face classes had a 92% success rate, asynchronous courses had a 93% success rate, and hybrid on-campus classes had a 96% success rate. These rates demonstrate progress towards our goal.

23. What actions does your program plan to take in order to achieve your goals?

In the past 3 years the program has more heavily invested program resources to strengthen scholar success, such as regular contact with instructors to identify scholars needing more support, regular text messages sent to scholars with assignment due dates, academic counselor follow-up to provide additional support as needed and summer orientation trainings on using Canvas. We offer study labs in the Village space with program staff and tutors to help scholars complete assignments and ask questions. The Umoja program will continue to provide this support.

24. What does your program need to execute this action plan?

Providing the support necessary for scholars to successfully complete courses across modalities requires the use of all current program resources, which restricts our ability to meet the planning needs of the program. A dedicated student success specialist would free up program resources to meet the planning needs without sacrificing course success.

J. Disproportionate Impact

For Disproportionate Impact visit https://foothilldeanza-my.sharepoint.com/:f/g/personal/20078222_fhda_edu/Euw5yUwbn5OiqkDTAn6ylyBcY0PmInLpXnQm47I7cPKQ?e=LgYxBb

25. Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage and number for each group).

The Foothill Umoja program goal is 100% course success rate across the student groups.

26. What do you observe in the data? What do you want the college to understand about disproportionate impact in your program?

With the exception of female identified scholars (89%), the success rates for all other student groups is 90% or above. However, the data also show low income, female identified, and Pacific Islander scholars all experience some disproportionate impact.

27. What actions does your program plan to take in order to achieve your goals?

To support low income scholars, the Umoja program will continue to disburse gas and Clipper cards quarterly. Additionally, we will continue to provide food at sponsored events and snacks in the Village space. We will maintain our collaborations the Owl's Nest, and the BIPOC Multicultural Center. In Fall 2024, we have strengthened our relationship with EOPS by creating dedicated time to help eligible scholars apply for the program.

For Pacific Islander scholars, we will continue to collaborate with EOPS and the BIPOC Multicultural Center.

We will continue with the Puente program to provide all-women support group activities. Additionally, we sponsored four female identified scholars to attend the National Conference on Race and Ethnicity in the 2023-24 academic year and will continue to offer similar supports.

In Fall, 2024 the Umoja program has participated in meetings with the BIPOC center for the development of a mentor program to support scholars.

28. What does your program need to execute this action plan?

We need the ongoing support of the Puente program, EOPS, and the BIPOC Multicultural Center. A dedicated student success specialist would help us provide the more individualized support we need to ensure scholars complete financial aid paperwork, stay current in coursework, and access campus-wide resources as needed.

K. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

We acknowledge the Foothill Umoja program, which started in Fall 2016, is a legacy of the Foothill Mfumo program. The current Umoja program extends the work of many Foothill staff and community members to support the academic and professional success of scholars who predominantly identify as Black, Latinx, and Pacific Islander. It is also rooted in the 18 practices established by the statewide Umoja Community Education Foundation and relies on their continued program support.

Without this program, Foothill College's percentage point gap within the Black, Latinx, and Pacific Islander demographics would increase significantly. Foothill Umoja has supported hundreds of scholars in the past 5 years with increasing academic success and transfer rates. We believe when the Umoja program is supported, stable, and has access to resources it helps scholars succeed. The data bear this out. Over the past 5 years the program has consistently shown improvement with the most positive outcomes in the last 2 to 3 years, when program staff was stable and statewide grant funding provided. It is important to note that the program's success has relied on resources that have exceeded the release time of program staff and required the assistance of the greater Foothill and local communities to achieve. With the additional support of an academic success specialist we can modestly grow the program and better serve the scholars already in the program, especially as they return after their first year.

Ongoing institutional support is critical for the Umoja program to continue providing the current level of scholar support, but we also dream of increasing scholarship funding for scholars transferring to a four-year academic setting and offering residual support after they transfer. We would like to increase programming and curriculum for the returning scholars to assist retention and persistence towards their goals. Lastly, we want to work with the Foothill STEAM and local communities to secure summer internships for scholars.

The Umoja program thanks you for reading our program review.

L. Rubric

Click on the link below to view the Umoja Rubric.

https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222_fhda_edu/EY_ycX2twlBAiWYXkFW4SBcBPUE7N7HuuT65ibjholqMDA?e=NusVdU