



**2024 REPORT**

# Umoja Evaluation

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor





California  
Community  
Colleges

**SONYA CHRISTIAN**  
Chancellor

November 14, 2024

The Honorable Gavin Newsom  
Governor of California  
State Capitol  
Sacramento, CA 95814

**RE: Evaluation report on the Umoja college programs**

Dear Gov. Newsom:

The California Community Colleges Chancellor's Office and the Board of Governors for California Community Colleges (Board of Governors) are pleased to release the evaluation report on the Umoja college programs: Empowering Futures: Analyzing Outcomes for Umoja Students.

Through culturally responsive curriculum and practices, the Umoja Community Education Foundation (UCEF) aims to enhance the cultural and educational experiences of African American, Black, and other students. There are currently 73 affiliated Umoja programs at colleges throughout the California Community Colleges. During the California Community Colleges Chancellor's Office (Chancellor's Office) 2022-23 budget process, UCEF requested funding for a comprehensive study of the Umoja college programs, which was subsequently approved in the 2023-24 higher education budget trailer bill ([Senate Bill \[SB\] 155](#)).

Empowering Futures: Analyzing Outcomes for Umoja Students is presented to the California Legislature, and offers comparative profiles of Black Umoja students, non-Black Umoja students, and non-participating Black students who first enrolled in the California Community Colleges between 2014-15 and 2018-19. The report examines demographics and academic outcomes, analyzes effective program design elements from the 2023-24 Umoja programs that increase Umoja student success—measured by students' perceived self-concept, sense of belonging within Umoja, and academic self-efficacy—and outlines strategies reported by Umoja college program core teams for aligning effective program design elements with broader core services and supports. Additionally, it highlights student support and engagement practices shared by Umoja college program core teams that can be scaled to community college districts statewide.

If you have any questions on this report, you may contact us at [umoja@cccco.edu](mailto:umoja@cccco.edu).

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian". The signature is fluid and cursive, with the first name "Sonya" and last name "Christian" clearly distinguishable.

Sonya Christian, Chancellor

**Chancellor's Office**

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# Empowering Futures: Analyzing Outcomes for Umoja Students

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Prepared By Education Insights Center on behalf of the  
**California Community Colleges Chancellor's Office**  
Educational Services and Support Division  
**October 2024**

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## Executive Summary

Through culturally responsive curriculum and practices, the Umoja<sup>1</sup> Community Education Foundation (UCEF) aims to enhance the cultural and educational experiences of African American, Black, and other students.<sup>2</sup> Beginning in 2007, Umoja programs started to develop within the California Community Colleges. In 2018, UCEF was formed to administer funds from the California State Legislature to districts and colleges and to provide professional learning and technical assistance to Umoja practitioners throughout the system. Through the California Community Colleges Chancellor's Office (Chancellor's Office) 2022-23 budget process, UCEF requested funding for a comprehensive study of the Umoja college programs. The California State Legislature allocated funds for the requested study in the 2023-24 higher education budget trailer bill ([Senate Bill \[SB\] 155](#)).

At the request of the Chancellor's Office, Education Insights Center (EdInsights) conducted an evaluation that responds to the stipulations in SB155 and builds upon prior research on Umoja student success conducted by the Research and Planning Group for California Community Colleges.<sup>3</sup> Drawing on college-level data from the Chancellor's Office Management Information System (COMIS), a survey of Umoja students enrolled in the 2023-24 academic year, and a survey of Umoja college program personnel ("core teams;" see [Brief Methodology](#) and [Appendix A: Methodology](#) for more details), this evaluation report includes the following elements:

- A profile of students across comparison groups (Black Umoja students, non-Black Umoja students, and non-participating [NP] Black students enrolled in the California Community Colleges at any time during 2014-19) on:
  - demographics (e.g., special populations, age, gender) and education goal (i.e., degree and transfer, undecided, career skill-building);
  - first-year outcomes (i.e., average persistence ratio from first to subsequent term, average course success rate, average number of units earned);
  - transfer-level math and English course completion within one and three years; and
  - award completion and transfer rates within three years (i.e., completion of a Chancellor's Office approved credit certificate, an associate degree, an associate degree for transfer, transfer to a four-year university).

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<sup>1</sup> Umoja is a Kiswahili word meaning unity.

<sup>2</sup> <https://umojacommunity.org/umoja-community-background>

<sup>3</sup> [https://rpgroup.org/Portals/0/Documents/Projects/Umoja\\_Evaluation/Resources/Umoja%20P2%20Final%20Report%20FINAL.pdf?ver=2020-03-08-132911-080](https://rpgroup.org/Portals/0/Documents/Projects/Umoja_Evaluation/Resources/Umoja%20P2%20Final%20Report%20FINAL.pdf?ver=2020-03-08-132911-080)



- Effective program design elements from 2023-24 Umoja programs that increase Umoja student success as measured by students' perceived self-concept, sense of belonging within Umoja, and academic self-efficacy.
- Strategies from the college programs' core team survey respondents for aligning effective program design elements that increase Umoja student success to broader core services and supports.
- Student support and engagement practices shared from core team survey respondents that can be scaled to community college districts statewide.

Below we present the high-level takeaways and implications from this evaluation by section.

Profile of 2014-15 to 2018-19 Cohorts	
Section Takeaways	Section Implications
<p>While the percentage of Black students served by the Umoja program within each cohort is small, this share has increased over the years.</p> <p>Black Umoja students from the 2014-15 to 2018-19 cohorts were significantly more likely than their NP Black peers to belong to special populations, many of which experience greater barriers to academic success (e.g., Perkins economically disadvantaged,<sup>4</sup> Extended Opportunity Programs and Services [EOPS],<sup>5</sup> special admit,<sup>6</sup> foster youth,<sup>7</sup> Disabled Students Programs and Services [DSPS]<sup>8</sup>).</p> <p>Umoja students were younger and more likely to be female than NP Black students.</p> <p>Higher shares of Umoja students than NP Black students indicated degree and</p>	<p>As the number of Umoja programs continues to increase across the California Community Colleges and existing programs increase the number of students they serve, a greater number of students will participate in Umoja programs statewide. Thus, more students will experience the positive outcomes associated with participating in Umoja programs.</p> <p>While Umoja students belong to groups that often experience the greatest barriers to academic success, Black Umoja students exceeded their NP Black peers across academic outcomes. This finding suggests that the Umoja program not only supports student success but enables students to overcome multiple barriers to outperform their NP Black peers.</p>

<sup>4</sup> [Perkins economically disadvantaged](#) refers to students who met any of the following criteria: participated in the Workforce Investment Act program, received a financial aid award, received CalWORKs program benefits, or were identified as economically disadvantaged status by their colleges.

<sup>5</sup> [EOPS](#) is a program in the California Community Colleges intended to provide support and resources to disadvantaged students.

<sup>6</sup> [Special admit](#) refers to dual enrollment programs for students in K-12 or adult schools.

<sup>7</sup> [Foster youth](#) refers to students who have been in a court-ordered foster home, group home, or placement with a relative.

<sup>8</sup> [DSPS](#) refers to students who indicated a disability.

<p>transfer as their educational goal.</p> <p>Umoja students demonstrated higher first-year academic achievements (i.e., persistence rates, course success rates, average units earned, transfer course completion) than NP Black students.</p> <p>Within three years, Umoja students completed transfer-level math and English courses, obtained their degrees, and transferred at higher rates than NP Black students.</p>	<p>The higher share of NP Black students who were 25 years and older could indicate that there may be older students whom Umoja is not serving.</p>
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### Spring 2024 Psychological Outcomes Related to Student Success

Section Takeaways	Section Implications
<p>Respondents' perceived self-concept was higher "as a result of being in the Umoja program" compared to "before Umoja." This difference was greater for self-concept for Black-identified students than for general self-concept; both differences were statistically significant.</p> <p>On average, respondents reported it was "quite true" for them that they felt a sense of belonging within the Umoja community regardless of race.</p> <p>On average, Umoja students indicated being "quite confident" in their academic abilities.</p> <ul style="list-style-type: none"> <li>Black Umoja students' average academic self-efficacy was statistically significantly higher than that of non-Black Umoja students.</li> </ul>	<p>Umoja students, regardless of race, may experience positive psychological outcomes from participating in Umoja, which may in turn positively be affecting their academic success.</p> <p>The fact that Black Umoja students' average academic self-efficacy was higher than that of non-Black Umoja students suggests that the Umoja program may help improve Black students' academic outcomes by supporting their academic self-efficacy.</p>

2023-24 Effective Program Design Elements	
Section Takeaways	Section Implications
<p>While the majority of core team respondents reported meeting most memorandum of understanding (MOU) expectations in 2023-24 (e.g., year-end events, Village space), one fifth or more reported <i>not</i> meeting MOU expectations for Umoja courses and an orientation event.</p> <p>More than half of core team respondents described their Village space as at least “moderately effective”. Those respondents who indicated their space was less effective at meeting student needs described needing two types of support—increased size and staffing—to improve effectiveness.</p> <p>The majority of core team respondents indicated using a strategic plan and data collected by the program to support 2023-24 program planning, but also described needing additional types of data and increased support to access and use data to inform programming.</p> <p>With regard to program elements and students’ average psychological outcome scores across colleges, greater faculty attendance at the 2023 Summer Learning Institute (SLI) significantly predicted higher average perceived change in self-concept for Black-identified students at the college level.</p>	<p>Core team survey respondents largely indicated that they implemented the program elements required by UCEF in 2023-24. However, that one-fifth or more did not provide at least two Umoja courses and/or host an orientation suggests these are areas where additional inquiry and support may be warranted.</p> <p>Increased size of and staffing for Village spaces may improve the perceived effectiveness of the space in supporting students.</p> <p>Many core teams are using multiple resources to support their program planning, but may benefit from greater support around data access and use.</p> <p>That there was a positive relationship between a college’s faculty attendance at the 2023 SLI and the college’s average score of the perceived change in self-concept for Black-identified students suggests that one or more of the following may be the case:</p> <ul style="list-style-type: none"> <li>• Faculty may gain learnings (e.g., pedagogical practices, skills, awareness) from the SLI that results in a greater perceived change in self-concept among Black-identified students at the college level.</li> <li>• Colleges that send more faculty to the SLI may be doing additional things that contribute to this greater perceived change.</li> <li>• A confounding variable (e.g., college investment in the Umoja program) may be influencing both the number of faculty who attend the SLI and students’ perception of change.</li> </ul>

2023-24 Strategies for Alignment and Practices that Can Be Scaled	
Section Takeaways	Section Implications
<p>While a majority of core team respondents indicated that most Umoja Practices® were easily applicable, some respondents described needing additional support or training to engage with those Umoja Practices® they indicated were “not at all easy to apply.”</p> <p>Core team respondents described the various types of programming they perceive as effectively supporting Umoja students’ academic success (e.g., academic support and experiences, addressing personal needs).</p> <p>Core team respondents described that it is their collaboration with other campus personnel, departments, and divisions that enables them to effectively connect students to the resources, information, and support they need to be successful.</p>	<p>To scale practices and programming that effectively support students’ success, Umoja program personnel need both increased capacity and institutional support, and intentional communication, collaboration, and partnership with other campus departments and divisions.</p> <p>Umoja program personnel may have existing connections and processes with other colleagues and departments at their colleges that could support effectively scaling practices outside of the program.</p>

Given that advancing and supporting Umoja programs and participating students’ success is a collaborative effort, following the [Findings](#), we present [Recommendations](#) tailored to the Umoja programs, college leadership, UCEF, the Chancellor’s Office, and the California State Legislature. Below, we include a brief summary of those recommendations.

Entity	Recommendations
Umoja Programs	<p>Further understand the student populations that your program does and does not serve.</p> <p>Develop and/or strengthen partnerships within your institutions and with other Umoja programs throughout the state.</p>
College Leadership	<p>Consider and leverage the Umoja program's alignment with and advancement of institutional and systemwide equity efforts and goals.</p> <p>Take action to provide institutional support, strengthen partnerships, and facilitate collaboration between the Umoja program and other programs, divisions, or departments at your institution.</p> <p>Determine which Umoja elements and practices to scale at your college.</p>
UCEF	<p>Encourage Umoja programs to investigate further the student populations their program does and does not serve.</p> <p>Consider college programs' alignment with institutional and systemwide goals, encourage program collaboration with other departments, programs, and/or initiatives at the colleges to advance Black student success, and strengthen UCEF engagement with systemwide reform efforts.</p> <p>Further understand and support implementation of Umoja program elements and practices.</p> <p>Further expand capacity for research and evaluation and build upon the findings of this evaluation to advance understanding of the impact of the Umoja programs.</p>
Chancellor's Office	<p>Engage in strategic partnership with UCEF and Umoja program personnel to further support intentional, streamlined, and effective data collection and reporting processes.</p>
California State Legislature	<p>Maintain and consider the expansion of funding for existing Umoja college programs. Expand funding to keep pace with the growth of new programs in the state.</p>

## Introduction

The Umoja<sup>9</sup> Community Education Foundation (UCEF) aims to enhance the cultural and educational experiences of African American, Black-identifying, and other students.<sup>10</sup> The Umoja Community promotes student success through culturally responsive curriculum and practices which Umoja practitioners learn or acquire via programming, training, and knowledge sharing provided by UCEF. As an affiliated Umoja program, personnel are expected to engage in staff development provided by UCEF and provide direct support to participating students (e.g., provide a dedicated space, Umoja dedicated course) that advance the goals of UCEF. According to UCEF's theory of change, it is through a culturally responsive curriculum that the opportunity for self-efficacy is realized, and self-efficacy is what creates the foundation for academic success.<sup>11</sup> In addition, the Umoja Community recognizes that fostering community and connection and one's sense of self are integral for enhancing students' academic success. As such, the values that guide the Umoja Community are related to cultural relevance (e.g., culturally relevant pedagogy and practices), sense of belonging (e.g., building community, ritual), and students' sense of self (e.g., touching the spirit).<sup>12</sup>

It is through the 18 [Umoja Practices](#)<sup>®</sup> that the Umoja Community's theory of change is realized (see [Appendix B: Artifacts](#)). At the core of these principles are the tenets of cultural relevance, community engagement, and empowerment, all leading toward academic progress. These Umoja Practices<sup>®</sup> are interconnected: rather than individual or isolated strategies, they are part of a culturally responsive, holistic approach to education. Altogether, the Umoja Community aims to improve students' academic success by developing and implementing practices and curricula designed to foster or support their self-concept, sense of belonging, and academic self-efficacy. We include a short review of existing literature that describes the relationships between self-concept, sense of belonging, and academic self-efficacy and college students' academic success.

## Self-Concept, Sense of Belonging, Academic Self-Efficacy, and College Students' Academic Success

Self-concept is defined as one's views or beliefs about oneself. It is the image that individuals create of themselves, which can be influenced by their interactions with others. With regards to one's experiences in education, these interactions with faculty, staff, and other students within the college or university setting can impact one's self-concept, which can in turn affect one's academic success. Sense of belonging is defined as

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<sup>9</sup> Umoja is a Kiswahili word meaning unity.

<sup>10</sup> <https://umojacommunity.org/umoja-community-background>

<sup>11</sup> <https://umojacommunity.org/mission-and-vision-statements>

<sup>12</sup> <https://umojacommunity.org/organizational-values-and-principles>

one's feelings of belongingness or mattering within the larger college environment. Academic self-efficacy is one's sense of ability to plan and carry out tasks related to school. Both one's own experiences of success or failure as well as vicarious experiences, the experiences of similar others, within the domain (in this case, academics) are theorized to support the development of one's self-efficacy.<sup>13,14</sup>

The relationship between these psychological constructs (i.e., self-concept, sense of belonging, academic self-efficacy) and academic success have been investigated in existing research. While a full literature review is beyond the scope of this evaluation, one study describes the relationship between African American college students' self-concept and academic success, reporting that these students expressed feeling academically successful when in community with other African American students.<sup>15</sup> A review of data from a nationally representative survey found that, among four-year college students, belonging was positively associated with academic success as measured by persistence.<sup>16</sup> Broadly, research has found a relationship between academic self-efficacy and student success for minoritized and first-generation college students, such that those with higher academic self-efficacy also have greater academic success as measured by GPA and persistence.<sup>17,18</sup>

The positive relationship between these psychological constructs (i.e., self-concept, sense of belonging, academic self-efficacy) and academic success for minoritized students suggests that students from diverse backgrounds may benefit from student success programs or interventions that address and focus on these psychological constructs as a mechanism to support their academic outcomes.

## Project Overview

Through the California Community Colleges Chancellor's Office (Chancellor's Office) 2022-23 budget process, UCEF requested funding for a comprehensive study of the Umoja college programs. The California State Legislature allocated funds for the requested study in the 2023-24 higher education budget trailer bill ([Senate Bill \[SB\] 155](#)). The purpose of this evaluation is to expand upon existing research conducted by the Research and Planning Group for California Community Colleges (The RP Group) and respond to the stipulations in SB155. In 2019, The RP Group completed a study that compared the academic outcomes for Black Umoja students to a matched sample of non-participating (NP) Black students who were first-time students enrolled at the same colleges between summer 2010 and fall 2014. Relative to their NP Black peers, the comparative analysis

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<sup>13</sup> <https://doi.org/10.1037/0003-066X.37.2.122>

<sup>14</sup> Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman and Company.

<sup>15</sup> <https://link.springer.com/article/10.1007/s11218-009-9090-6>

<sup>16</sup> <https://doi.org/10.3102/0013189X19897622>

<sup>17</sup> <https://doi.org/10.1353/csd.0.0109>

<sup>18</sup> <https://doi.org/10.1037/a0017852>

conducted in The RP Group study revealed positive academic outcomes for Black Umoja students and statistically significant differences in academic outcomes for Black Umoja students compared to their NP Black peers.<sup>19</sup> Specifically, the study conducted by The RP Group found that Black Umoja students exceeded their NP Black peers in:

- First-year outcomes
  - Average attempted and earned units
  - Rate of successful completion of first-year coursework
- Rate of fall-to-fall persistence
- Rates of completion of transfer-level coursework
  - English within one and three years
  - Math within three years
  - Both English and math within three years
- Rates of degree or certificate completion within four years
  - Chancellor's Office approved certificate
  - Associate degree (AA/AS)
  - Associate degree for transfer (ADT)
  - Rate of transfer readiness within four years

Additionally, the Budget Act language stipulated that the evaluation:

- produce a profile of students across comparison groups;
- identify effective program design elements that increase Umoja student success;
- provide strategies for alignment of effective program design elements that increase Umoja student success to broader core services and supports; and
- identify student support and engagement practices that can be scaled to community college districts statewide.

We designed an evaluation that expands upon The RP Group study and responds to the stipulations in SB155 by:

- Producing a profile of students across comparison groups (Black Umoja students, non-Black Umoja students, and NP Black students [i.e., Black students who did not participate in Umoja] enrolled in the California Community Colleges at any time during 2014-19) on:

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<sup>19</sup> [https://rpgroup.org/Portals/0/Documents/Projects/Umoja\\_Evaluation/Resources/Umoja](https://rpgroup.org/Portals/0/Documents/Projects/Umoja_Evaluation/Resources/Umoja)



- demographics (e.g., special populations, age, gender) and education goal (i.e., degree and transfer, undecided, career skill-building);
  - first-year outcomes (i.e., average persistence ratio from first to subsequent term, average course success rate, average number of units earned);
  - transfer-level math and English course completion (i.e., one-year, three-year); and
  - award completion and transfer rates within three years (i.e., completion of a Chancellor’s Office approved credit certificate, an AA/AS, an ADT, transfer to a four-year university).
- Identifying effective program design elements from 2023-24 Umoja programs that increase Umoja student success as measured by students’ perceived self-concept, sense of belonging within Umoja, and academic self-efficacy;
  - Describing strategies from core team survey respondents for aligning effective program design elements that increase Umoja student success to broader core services and supports; and
  - Identifying student support and engagement practices shared from core team survey respondents that can be scaled to community college districts statewide.

## Brief Methodology

### Profile of 2014-15 to 2018-19 Cohorts

To produce a profile comparing Umoja students with similar NP students, we used data provided by the Chancellor's Office from the Chancellor's Office Management Information System (COMIS). This dataset included college-level data across five cohorts, from 2014-15 to 2018-19, of unique students entering their first year: demographic information (i.e., age, gender, special population associations), educational goals, first-year academic achievements, one-year and three-year completion rates for transfer-level courses (i.e., English, math, and both), and three-year award completion and transfer rates.

For each cohort, we had college-level data for three student groups: Black Umoja students, non-Black Umoja students, and NP Black students. The term "Black students" refers to students who identify as Black or African American, either solely or in combination with another race or ethnic identity. The term "Umoja students" refers to students who participated in Umoja at any point during the three-year cohort period. For example, students enrolled in 2014-15 would be considered Umoja students if they participated at any time up to and including 2016-17.

Inclusion criteria for colleges for each cohort was based on the college's initial year of affiliation as an Umoja program (provided by UCEF) and the availability of Umoja student data. Some colleges had Umoja student data at a time when the program was not affiliated with Umoja; such data were excluded. Some colleges, despite being affiliated with Umoja during certain years, did not have data for either Black or non-Black Umoja students for specific cohorts (i.e., there were no incoming Umoja students for those cohorts at those colleges; see Table 1). For additional details on the colleges included in the analysis across years, see [Appendix C: Colleges Included in Profile Analyses](#).

**Table 1. Number of Colleges Included for Each Cohort Year**

Cohort Year	Number of Colleges Included
2014-15	15
2015-16	23*
2016-17	29*
2017-18	28*
2018-19	50

\*Affiliated college data excluded due to lack of Umoja student data for cohort.

Minimal variability existed within groups for demographic and academic outcomes between cohort years. Therefore, averages and percentages are presented at a system level across the cohort years (see Table 2 for the number of students by group and cohort). All data disaggregated by cohort year are included in [Appendix D: 2014-15 to 2018-19 Cohort Data Disaggregated by Year](#)). In addition to presenting descriptive data, we compared Black Umoja students' and NP Black students' likelihood of belonging to each demographic group and achieving each outcome. We compared Black Umoja students and non-Black Umoja students on demographics only.

**Table 2. Number of Students by Group by Cohort**

Cohort	NP Black Students		Black Umoja Students		Non-Black Umoja Students		Total Across Comparison Groups
	Total Count	% of Total for Each Cohort	Total Count	% of Total for Each Cohort	Total Count	% of Total for Each Cohort	
2014-15	7,445	94%	296	4%	145	2%	7,886
2015-16	10,127	93%	530	5%	224	2%	10,881
2016-17	11,676	92%	768	6%	297	2%	12,741
2017-18	14,835	91%	1,194	7%	356	2%	16,385
2018-19	16,764	89%	1,493	8%	494	3%	18,751
<b>Total Across Cohorts</b>	<b>60,847</b>	<b>91%</b>	<b>4,281</b>	<b>6%</b>	<b>1,516</b>	<b>2%</b>	<b>66,644</b>

Note. Students are included in only the cohort they first enrolled in, even if they were enrolled in subsequent years.

## UMOJA STUDENT SURVEY

To identify effective program elements and practices that may contribute to Umoja student success, we administered a survey to currently enrolled Umoja students in spring 2024 to assess psychological outcomes related to student success (i.e., self-concept, sense of belonging, academic self-efficacy). UCEF requested that program coordinators at all currently affiliated colleges distribute the surveys to their students. To encourage participation, students were invited to participate in a raffle for 56 monetary prizes of different amounts, totaling \$2,000 (see [Appendix A: Methodology](#) for details).

The survey included demographic questions (i.e., age, race, gender, financial aid status, LGBTQIA2S+ identity, college attended) and questions to assess students' psychological outcomes related to student success (see [Appendix A: Methodology](#) for the survey questions and scale statistics).<sup>20</sup> We developed survey questions collaboratively with UCEF and Chancellor's Office partners to ensure alignment with the Umoja Community

<sup>20</sup> LGBTQIA2S+ stands for lesbian, gay, bisexual, transgender, queer and questioning, intersex, asexual and agender, and Two-Spirit. The plus sign at the end of the acronym signals additional identity terms.

theory of change. The process of designing the survey instruments for this evaluation involved developing new questions and adapting pre-existing scales. Questions about students' psychological outcomes related to student success were grouped into four scales:

- **General self-concept** (asked of all students): assessed students' sense of themselves "before Umoja" and "as a result of being in the Umoja program" using questions such as, "Before Umoja, I had a strong sense of commitment toward others."
- **Self-concept for Black-identified students** (asked only of students who identified as Black): assessed students' sense of themselves "before Umoja" and "as a result of being in the Umoja program" using questions such as, "Before Umoja, I was confident in my academic abilities as a person of African ancestry."
- **Belonging within Umoja** (asked of all students): assessed students' sense of belonging within Umoja with questions such as, "In the Umoja community, I have felt a sense of belonging on campus with the Umoja community faculty and staff who work at my college."<sup>21</sup>
- **Academic self-efficacy** (asked of all students): assessed students' perception of their academic self-efficacy by asking students to reflect on their current semester and rate their confidence in performing various academic tasks such as, "How confident are you in your ability to take notes during a lecture?"<sup>22</sup>

Across all survey questions, respondents rated themselves on a 5-point Likert scale. For self-concept and sense of belonging, the scale ranged from "not at all true of me" to "extremely true of me," and for academic self-efficacy, the scale ranged from "not at all confident" to "extremely confident." Scale scores were calculated only for respondents who answered all items within the scale, with possible scores ranging from 0 to 100.

## CORE TEAM SURVEY

To identify effective program elements and practices that may contribute to student success and be scalable, we administered a survey in spring 2024 to Umoja "core teams" at all 73 colleges currently affiliated with the Umoja Community. According to the Memorandum of Understanding (MOU) between UCEF and colleges (see [Appendix B: Artifacts](#)), Umoja programs are required to establish a core team that includes the Umoja coordinator and counselor, and ideally at least one additional instructional faculty member and one full-time dedicated classified professional. UCEF shared the survey with

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<sup>21</sup> "Community" was capitalized in the survey, but we use lower case here to distinguish all members of the Umoja community from UCEF as an organization.

<sup>22</sup> Items were adapted from the College Academic Self-Efficacy Scale (CASES) developed by Owen, S.V. & Froman, R.D. (1988). See [Appendix A: Methodology](#) for additional information.

program coordinators, requesting that they convene their core teams to collectively complete one survey for their college program.

We designed the core team surveys to assess various program elements and practices for the 2023-24 academic year as outlined in the MOU for Umoja program expectations (see [Appendix A: Methodology](#) for core team survey questions). The survey covered the following topics:

- Umoja courses
- Student programming and student development event attendance
- Village space
- Umoja program personnel
- Personnel professional learning event attendance
- Program planning
- Ease of implementing Umoja Practices<sup>®</sup>
- Satisfaction with program support of students
- Partnerships with other college departments or programs

## Quantitative Analyses

We present descriptive statistics for program elements and practices. To explore the relationships among average student psychological outcomes and program elements, we calculated a college average score from the student surveys for the student psychological outcomes that differed by college. These college-level averages were used to examine associations between program elements and average scores across colleges. We included only colleges with 10 or more students who answered all items in the scale in these analyses to yield accurate and valid results; however, this limited the statistical power to detect small associations, if they existed, due to low sample sizes.

## Qualitative Analyses

We conducted an inductive analysis of responses to open-ended questions to identify prominent themes. One response could include multiple themes. Themes mentioned by more than 20% of core team respondents were reported in tables of themes throughout the report, while those themes mentioned by 20% or less of core team respondents to the question were described in footnotes.

## LIMITATIONS

As in all research and evaluation, the present evaluation has limitations. All findings within this report are correlational, as students self-select into Umoja programs. Therefore, it is not possible to determine the extent to which the higher likelihood of achieving outcomes for Black Umoja students in the 2014-15 to 2018-19 cohorts compared to NP Black students can be attributed to their participation in Umoja. Further, many Umoja students also received services from other programs (e.g., Extended Opportunity Programs and Services [EOPS]) and there is potentially a combined effect on outcomes due to receiving support from multiple sources.

The data provided by the Chancellor's Office did not allow for a comparison between non-Black Umoja students and NP non-Black students. This limitation prevents us from drawing conclusions about the relative success of non-Black Umoja students and the differences between Black and non-Black students within Umoja compared to those who did not participate.

The academic outcomes data for Umoja students in this report include the 2014-15 to 2018-19 cohorts, while the psychological outcomes data pertain to Umoja students enrolled in fall 2023 and/or spring 2024 (regardless of year of first enrollment). The Umoja program elements and practices data pertain to the 2023-24 academic year. Not having academic and psychological outcomes data for the same group of Umoja students (e.g., those enrolled during the 2023-24 academic year) prevented us from analyzing the relationships among academic and psychological outcomes for Umoja students, and associations among Umoja program elements and practices and Umoja student academic outcomes. Additionally, both the student and core team surveys were voluntary and not all students or core team members from each of the affiliated programs participated, potentially limiting the generalizability of these findings.

As a result of the limitations outlined above and the availability of data generally, the present evaluation was not definitively able to determine which specific Umoja program elements or practices are effective in contributing to student success. Further, it is highly likely that program elements and practices work in concert to support student success. Many of these limitations could be addressed in future research and evaluation; the [Recommendations](#) section includes considerations for such work. **Despite these limitations, this evaluation presents a compelling case for the efficacy of the Umoja program in supporting both academic and psychological outcomes for participating students.**

# Findings

## PROFILE OF 2014-15 TO 2018-19 COHORTS

### Section Takeaways:

- While the percentage of Black students served by the Umoja program within each cohort is small, this share has increased over the years.
- Black Umoja students from the 2014-15 to 2018-19 cohorts were significantly more likely than their NP Black peers to belong to special populations, many of which experience greater barriers to academic success (i.e., Perkins economically disadvantaged,<sup>23</sup> EOPS,<sup>24</sup> special admit,<sup>25</sup> foster youth,<sup>26</sup> Disabled Students Programs and Services [DSPS]<sup>27</sup>).
- Umoja students were younger and more likely to be female than NP Black students.
- Higher shares of Umoja students than NP Black students indicated degree and transfer as their educational goal.
- Umoja students demonstrated higher first-year academic achievements (i.e., persistence rates, course success rates, average units earned, transfer course completion) than NP Black students.
- Within three years, Umoja students completed transfer-level math and English courses, obtained their degrees, and transferred at higher rates than NP Black students.

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<sup>23</sup> [Perkins economically disadvantaged](#) refers to students who met any of the following criteria: participated in the Workforce Investment Act program, received a financial aid award, received CalWORKs program benefits, or were identified as economically disadvantaged status by their colleges.

<sup>24</sup> [EOPS](#) is a program in the California Community Colleges intended to provide support and resources to disadvantaged students.

<sup>25</sup> [Special admit](#) refers to dual enrollment programs for students in K-12 or adult schools.

<sup>26</sup> [Foster youth](#) refers to students who have been in a court-ordered foster home, group home, or placement with a relative.

<sup>27</sup> [DSPS](#) refers to students who indicated a disability.



### Section Implications:

- As the number of Umoja programs continues to increase across the California Community Colleges and existing programs increase the number of students they serve, a greater number of students will participate in Umoja programs statewide. Thus, more students will experience the positive outcomes associated with participating in Umoja programs.
- While Umoja students belong to groups that often experience the greatest barriers to academic success, Black Umoja students exceeded their NP Black peers across academic outcomes. This finding suggests that the Umoja program not only supports student success but enables students to overcome multiple barriers to outperform their NP Black peers.
- The higher share of NP Black students who were 25 years and older could indicate that there may be older students whom Umoja is not serving.<sup>28</sup>

From 2014 to 2019, **the share of Black students served by Umoja nearly doubled from 4% to 8%, reflecting the expansion of Umoja programs** (see Table 3). Despite this growth, the number of Black students served by Umoja remained relatively small.

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<sup>28</sup> Choy, S. (2002). Findings on the Condition of Education 2002: Nontraditional Undergraduates. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubs2002/2002012.pdf>

**Table 3. Black Students in Umoja Across Cohorts**

Cohort Year	Black Umoja Students	NP Black Students	Total Black Students	Percent of Black Students in Umoja
2014-2015	296	7,445	7,741	4%
2015-2016	530	10,127	10,657	5%
2016-2017	768	11,676	12,444	6%
2017-2018	1,194	14,835	16,029	7%
2018-2019	1,493	16,764	18,257	8%
Total Across Cohorts	4,281	60,847	65,128	7%

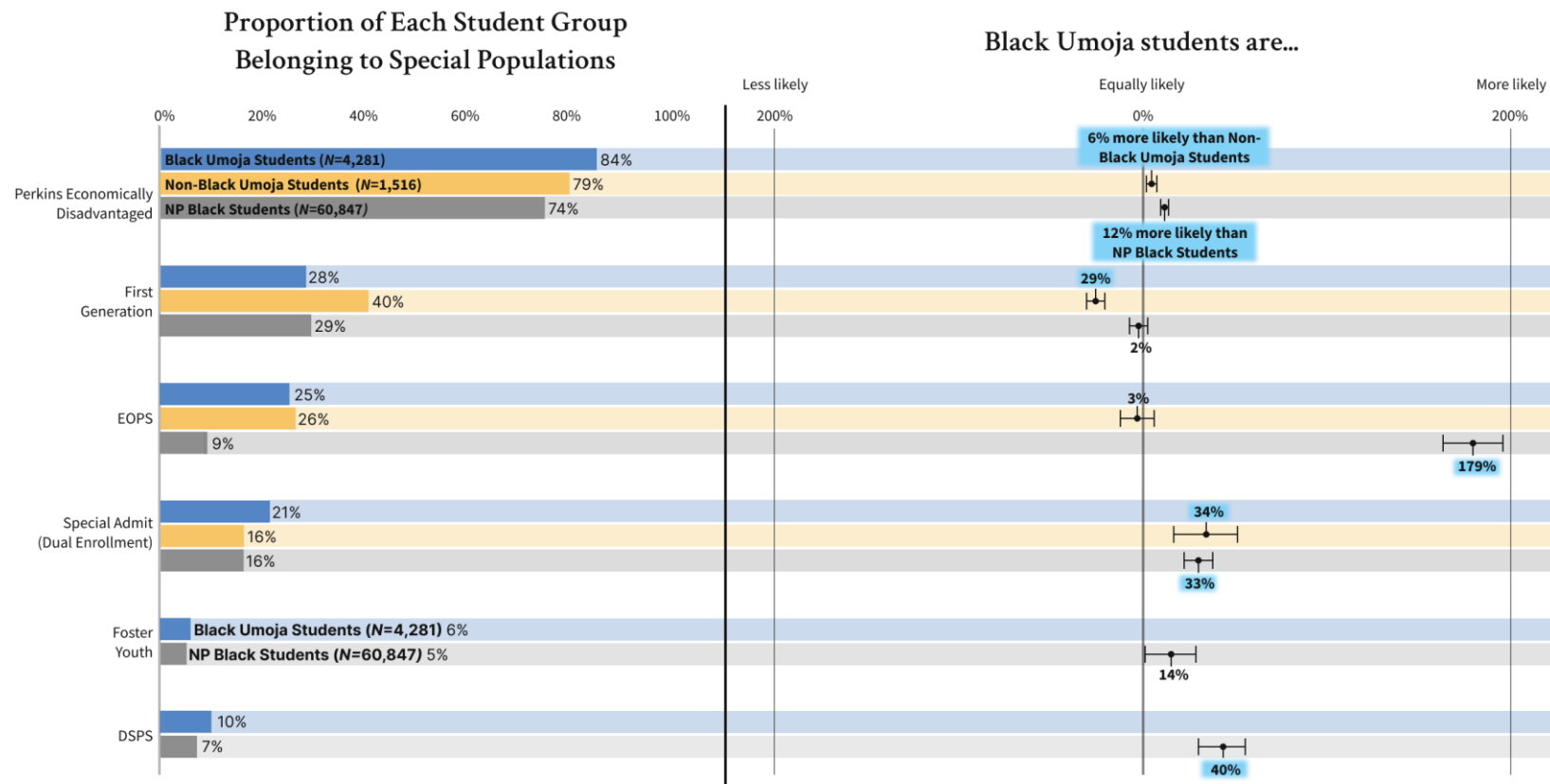
Note. This table only includes data for colleges with affiliated programs.

## 2014-15 to 2018-19 Cohort Demographics

### Special Populations

Through a relative risk analysis, we found that **Black Umoja students were statistically significantly more likely to be part of a special population group** (i.e., economically disadvantaged, EOPS, special admit, DSPS) **than NP Black students** (see Figure 1). In addition, we found that Black Umoja students were statistically significantly more likely to be economically disadvantaged and special admit (i.e., dual enrollment students) and less likely to be first-generation students than their non-Black Umoja peers. Moreover, both of these Umoja student groups (Black and non-Black) were in EOPS in higher shares than NP Black students.

**Figure 1. Breakdown of Special Populations Across Comparison Groups and Likelihood of Black Umoja Students Belonging to Special Populations Compared to Peers**



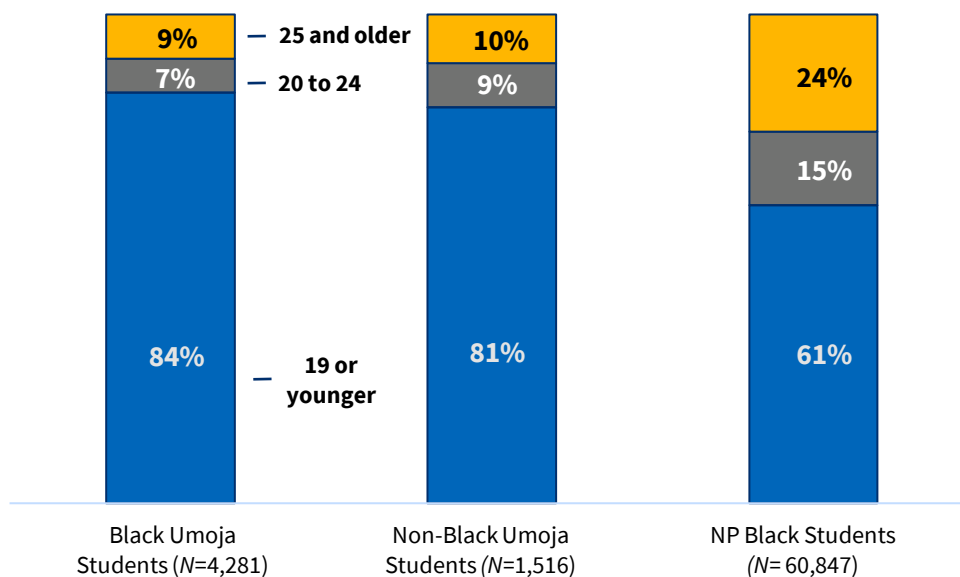
Note. On the left side of the graph are the proportions of students in each comparison group who belong to the special population. On the right side of the graph, the percentages noted are the relative risk (RR) or relative likelihood of belonging to the special population. The 95% confidence interval (CI) of RR is indicated by the error bars. All highlighted RR percentages were statistically significant at  $p \leq 0.0001$ . We excluded foster youth and DSPS data for non-Black Umoja students due to small population size to adhere to [Family Educational Rights and Privacy Act guidelines](#).

## Age and Gender

**Umoja students were younger than NP Black students with nearly all Umoja students being 24 years old or younger** (see Figure 2). Specifically, Black Umoja students were:

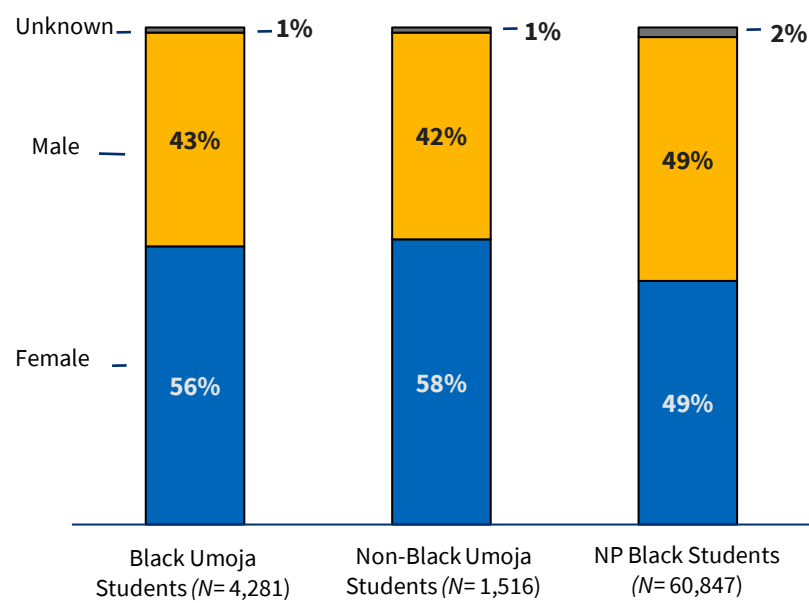
- 37% more likely than NP Black students to be 19 years old or younger (95% CI of RR [35%, 38%],  $p<0.0001$ );
- 51% less likely than NP Black students to be between 20 to 24 years old (95% CI of RR [56%, 45%],  $p<0.0001$ ); and
- 72% less likely than NP Black students to be 20 years old or older (95% CI of RR [77%, 69%],  $p<0.0001$ ).

**Figure 2. Umoja Students Tend to Be Younger than NP Black Students**



Black Umoja students were 14% more likely than NP Black students to be female (95% CI of RR [11%, 17.5%],  $p<0.0001$ ); see Figure 3).

**Figure 3. Black Umoja Students Were More Likely to Be Female than NP Black Students<sup>29</sup>**



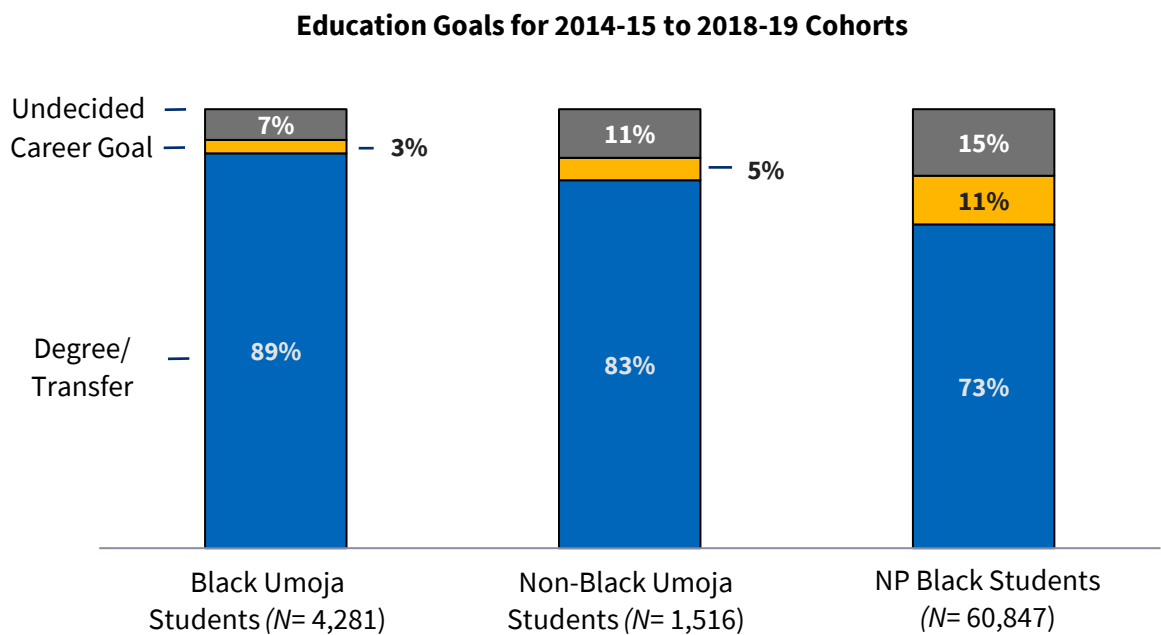
**Education Goal**

While obtaining a degree and transferring was the most common education goal across comparison groups, notable differences existed between groups (see Figure 4). For instance, **a larger share of both Black and non-Black Umoja students than NP Black students indicated obtaining a degree and/or transferring as their education goal.** Black Umoja students were also:

- 7% and 22% more likely than non-Black Umoja and NP Black students, respectively, to indicate that their education goal was to obtain a degree and transfer to a four-year institution (95% CI of RR [4%, 10%]  $p<0.0001$ ; 95% CI of RR [20%, 23%],  $p<0.0001$ ; respectively);
- 86% and 67% less likely than non-Black Umoja and NP Black students, respectively, to indicate career-oriented skill-building as their education goal (95% CI of RR [82%, 89%],  $p<0.0001$ ; 95% CI of RR [62%, 72%],  $p<0.0001$ ; respectively); and
- 82% and 50% less likely than non-Black Umoja and NP Black students, respectively, to indicate that they were undecided on their education goal (95% CI of RR [79%, 85%],  $p<0.0001$ ; 95% CI of RR [45%, 56%],  $p<0.0001$ ; respectively).

<sup>29</sup> We use “gender” in keeping with the label of COMIS data element SB04, even though the labels are sex categories rather than gender identities.

**Figure 4. Higher Shares of Umoja Students Indicated Degree Transfer as Their Education Goal<sup>30</sup>**



**2014-15 to 2018-19 Cohort Outcomes**

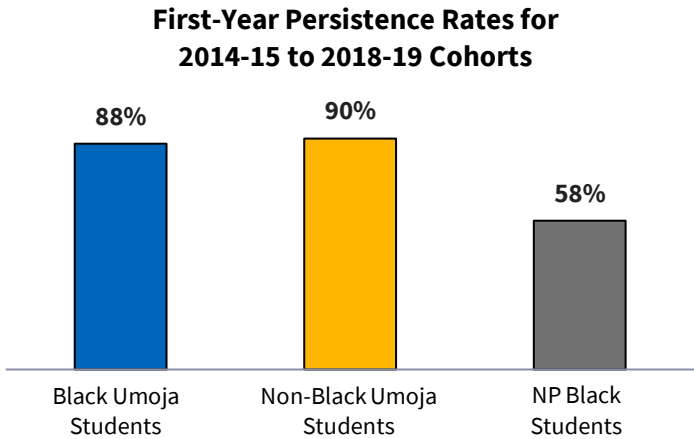
**Academic Achievements**

**First-Year Persistence**

**Umoja students, regardless of race/ethnicity, persisted at much higher rates than NP Black students** (see Figure 5).

<sup>30</sup> Undecided: Students who enrolled in the selected year with a goal of lifelong learning, fulfilling requirements of a four-year institution while already enrolled in a four-year institution, or those undecided as to their goal.  
Career Goal: Students who enrolled in the selected year with a goal of building skills to enter or advance in their careers.  
Degree/Transfer: Students who enrolled in the selected year with a goal of earning a two-year and/or four-year degree.

**Figure 5. On Average, Umoja Students Persisted at Higher Rates than NP Black Students**

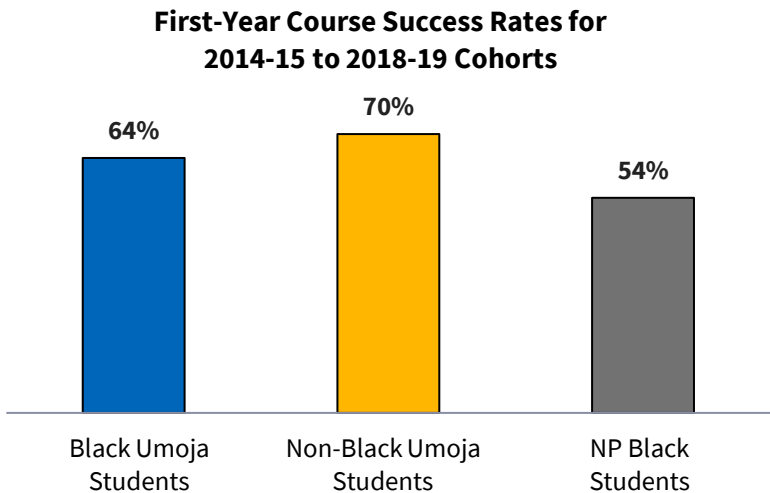


Note. The Chancellor’s Office supplied first-year persistence rates for each cohort by college. We calculated the averages presented here by adding the persistence rates for colleges’ cohorts and dividing by the total number of college cohorts ( $N=145$ ).

**First-Year Course Success**

**Umoja students, regardless of race/ethnicity, had higher course success rates during their first year than NP Black students** (see Figure 6).

**Figure 6. On Average, Umoja Students’ First-Year Course Success Rates Were Higher than NP Black Students**

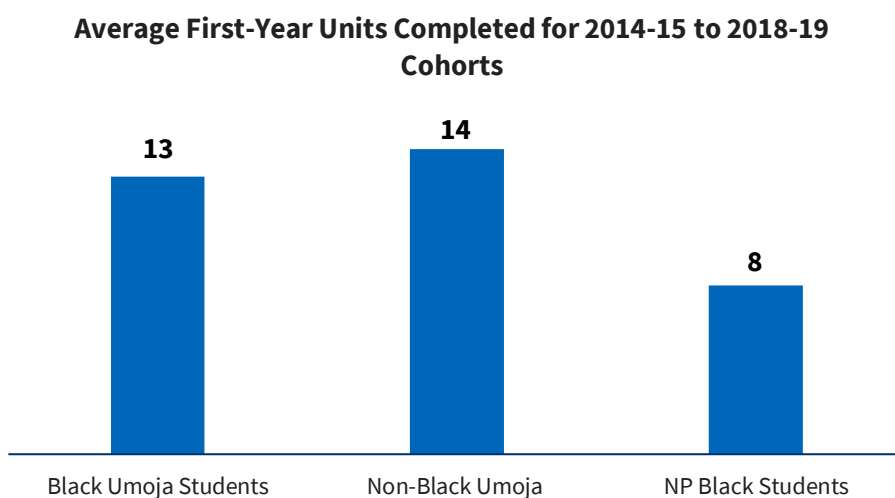


Note. The Chancellor’s Office supplied first-year course success for each cohort by college. We calculated the averages presented here by adding the first-year course success rates for colleges’ cohorts and dividing by the total number of college cohorts ( $N=145$ ).

## First-Year Average Units Earned

On average, Umoja students, regardless of race/ethnicity, earned more units during their first year than NP Black students (see Figure 7).

**Figure 7. Umoja Students Completed a Higher Number of Average Units in Their First Year than NP Black Students**



Note. The Chancellor's Office supplied average first-year units completed for each cohort by college. We calculated the averages presented here by adding the average first-year units completed for colleges' cohorts and dividing by the total number of college cohorts ( $N=145$ ). Averages were rounded to the nearest whole number.

## Completion of Transfer-level Courses

### First-Year Completion

**Umoja students completed transfer-level math and English courses within one year at higher rates than NP Black students**, with non-Black Umoja students completing at much higher rates compared to NP Black and Black Umoja students (see Figure 8). Using relative risk analyses, we found the relative likelihood of achieving these outcomes for Black Umoja students and NP Black students was statistically significant. Compared to NP Black students, in their first year, Black Umoja students were:

- 82% more likely to complete both transfer-level math and English;
- 116% more likely to complete transfer-level English; and
- 64% more likely to complete transfer-level math.

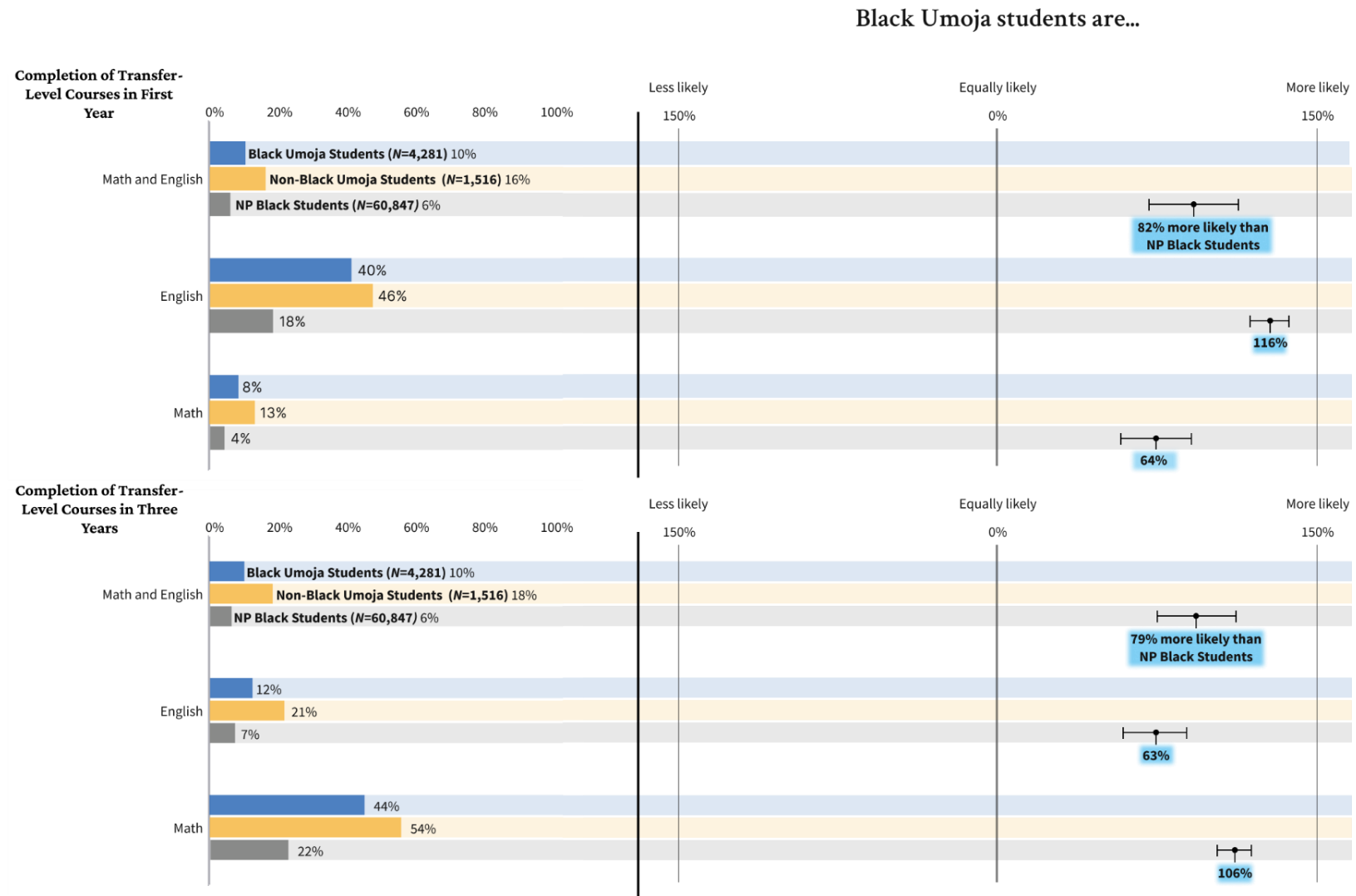


## Three-Year Completion

**Umoja students' rates of completing transfer-level math and English courses within three years were also higher than those of NP Black students** (see Figure 8). The relative likelihood of achieving these outcomes for Black Umoja students and NP Black students was statistically significant. Compared to NP Black students, Black Umoja students were:

- 79% more likely to complete both transfer-level math and English;
- 63% more likely to complete transfer-level English; and
- 106% more likely to complete transfer-level math.

**Figure 8. Percentage of Transfer-Level Math and English Course Completion Among Comparison Groups and Likelihood of Black Umoja Students' Completion Compared to NP Black Students**



Note. On the left side of the graph are the proportions of students in each comparison group who achieved the outcome in the time frame indicated. On the right side of the graph, the percentages noted are the RR or relative likelihood of achieving the outcome. The 95% CI of RR is indicated by the error bars. All highlighted percentages were statistically significant at  $p \leq 0.0001$ .

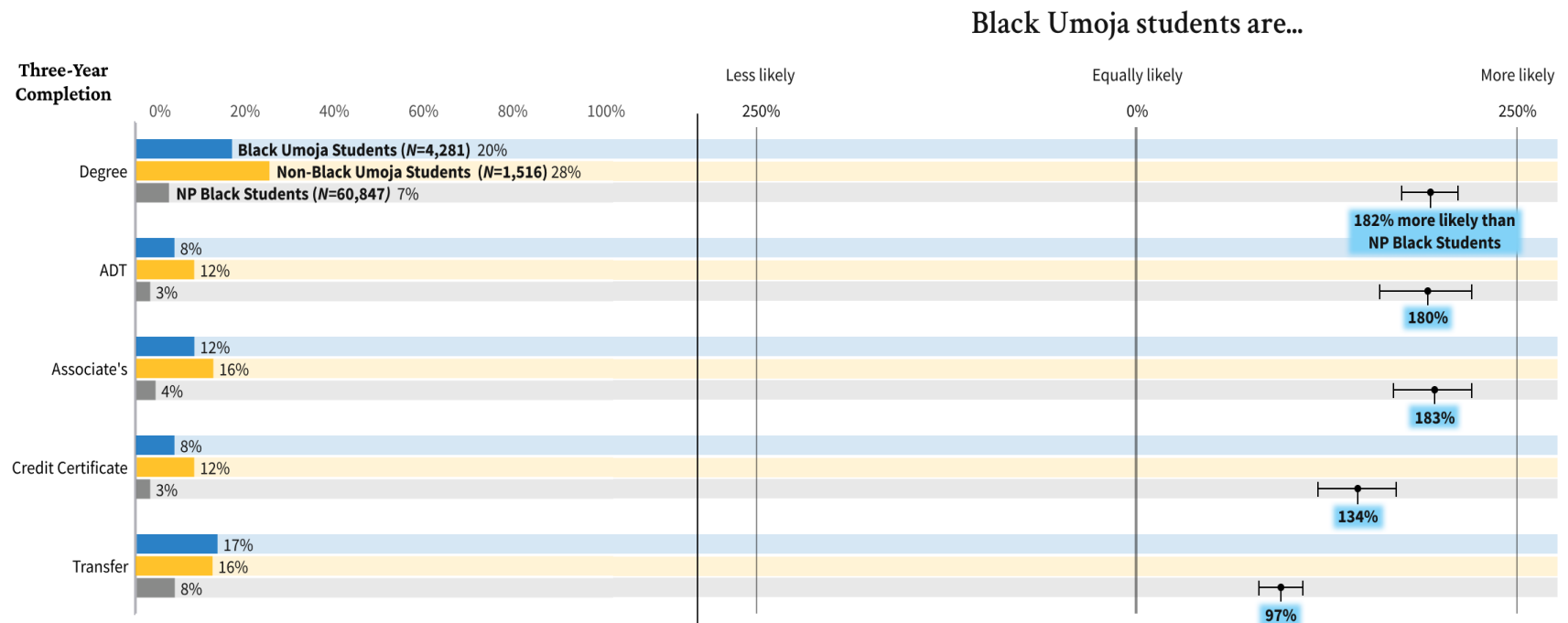
## Award Attainment and Transfer Rate within Three Years

**Overall, Umoja students obtained their degrees (i.e., ADT, AA, AS), Chancellor’s Office approved credit certificates, and transferred in much higher shares than NP Black students** (see Figure 9). Compared to NP Black students, Black Umoja students were between 134% and 182% more likely to complete a degree or credit certificate in three years; these relative likelihoods were statistically significant. Black Umoja students were 97% more likely than NP Black students to transfer within three years. This finding builds off The RP Group study’s finding that Umoja students were more transfer-ready than their NP peers within four years, but were equally likely to transfer.<sup>31</sup>

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<sup>31</sup> [https://rpgroup.org/Portals/0/Documents/Projects/Umoja\\_Evaluation/Resources/Umoja%20P2%20Final%20Report%20FINAL.pdf?ver=2020-03-08-132911-080](https://rpgroup.org/Portals/0/Documents/Projects/Umoja_Evaluation/Resources/Umoja%20P2%20Final%20Report%20FINAL.pdf?ver=2020-03-08-132911-080)

**Figure 9. Percentage of Three-Year Degree Completion and Transfer Rates Among Comparison Groups and Likelihood of Black Students' Completion Compared to Peers**



Note. On the left side of the graph are the proportions of students in each comparison group who obtained their degree or credit certificate and transferred in three years. On the right side of the graph, the percentages noted are the RR or relative likelihood of belonging to the special population. The 95% CI of RR is indicated by the error bars. All highlighted RR percentages were statistically significant at  $p \leq 0.0001$ .

## SPRING 2024 PSYCHOLOGICAL OUTCOMES RELATED TO STUDENT SUCCESS

### Section Takeaways:

- Respondents' perceived self-concept was higher "as a result of being in the Umoja program" compared to "before Umoja." This difference was greater for self-concept for Black-identified students than for general self-concept; both differences were statistically significant.
- On average, respondents reported it was "quite true" for them that they felt a sense of belonging within the Umoja community regardless of race.
- On average, Umoja students indicated being "quite confident" in their academic abilities.
  - Black Umoja students' average academic self-efficacy was statistically significantly higher than that of non-Black Umoja students.

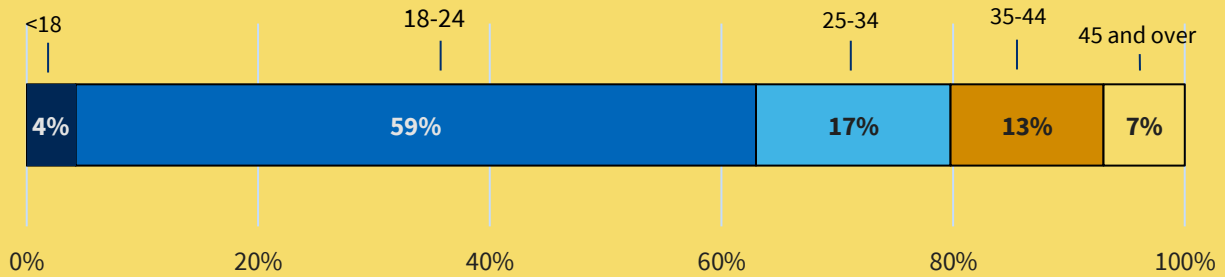
### Section Implications:

- Umoja students, regardless of race, may experience positive psychological outcomes from participating in Umoja, which may in turn be positively affecting their academic success.
- The fact that Black Umoja students' average academic self-efficacy was higher than that of non-Black Umoja students suggests that the Umoja program may help improve Black students' academic outcomes by supporting their academic self-efficacy.

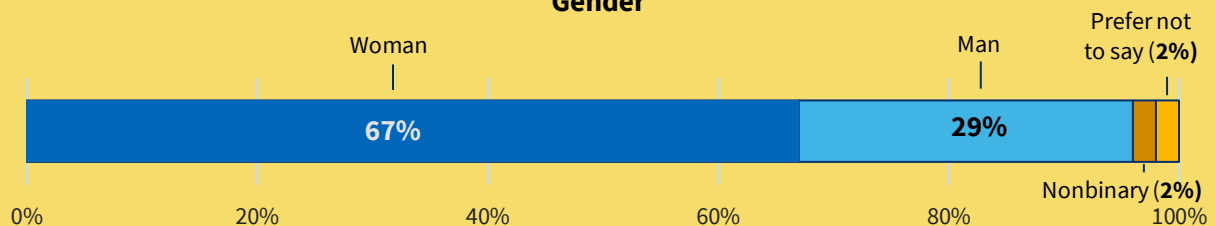
## Student Survey Respondent Demographics

The Umoja Student Survey administered in spring 2024 collected 750 responses from students across 55 colleges. These student respondents were mostly 18–24-year-olds, women, Black, non-LGBTQIA2S+, <sup>32</sup> financial aid recipients, first enrolled in the California Community Colleges between 2020 and 2024, and from colleges in the Bay Area, Inland Empire/Desert, or Los Angeles/Orange County regions.

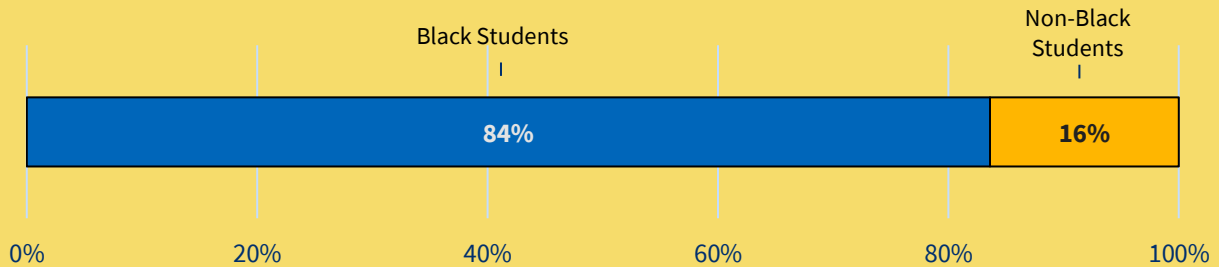
### Age



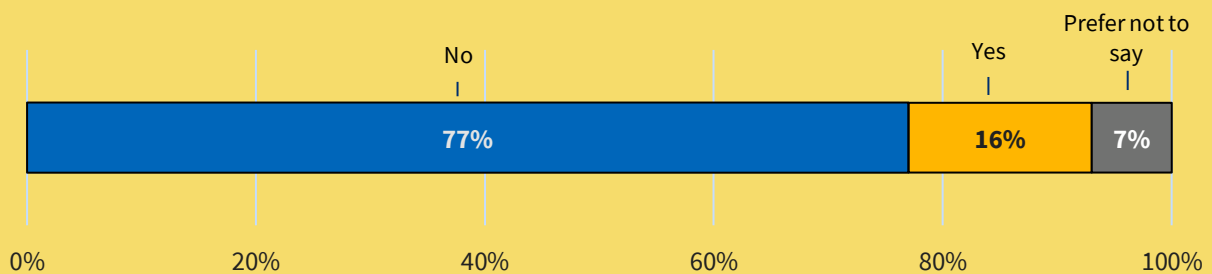
### Gender

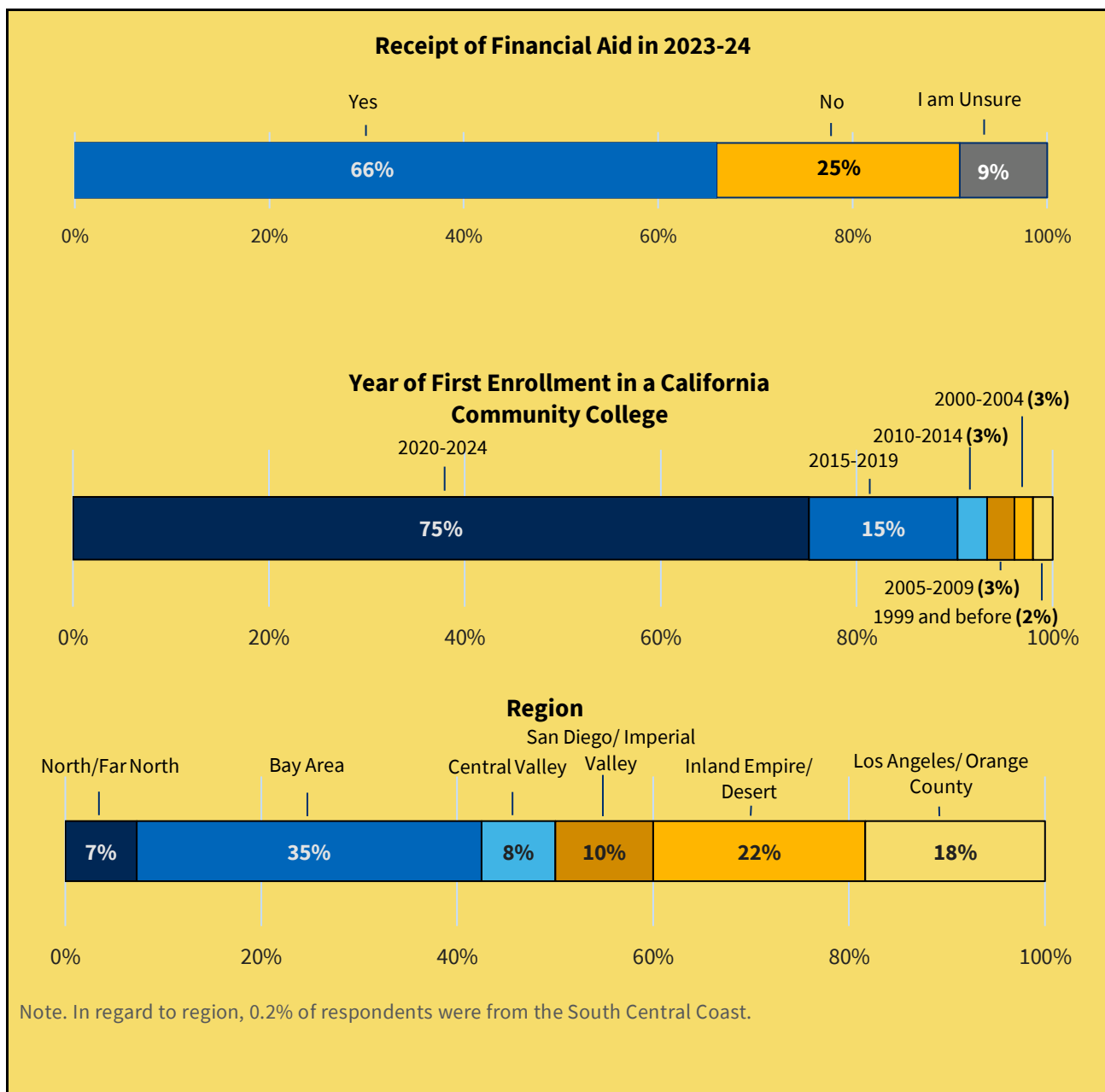


### Race



### Member of LGBTQIA2S+ Community



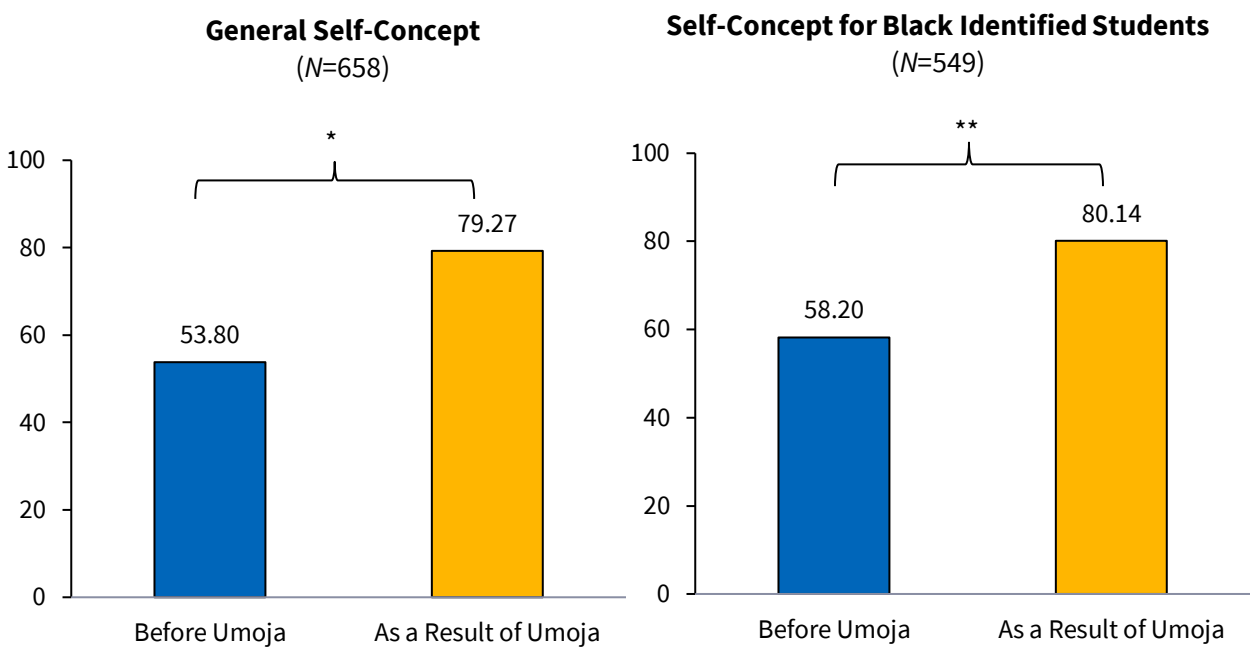


## Self-Concept

**Student respondents indicated higher levels of perceived self-concept “as a result of Umoja” compared to “before Umoja” (see Figure 10).**

<sup>32</sup> Most respondents who indicated they were part of the LGBTQIA2S+ community and who wrote in their identity described a sexual identity. While there are gender identities that fall within this umbrella, we used responses to this question to capture sexual identity.

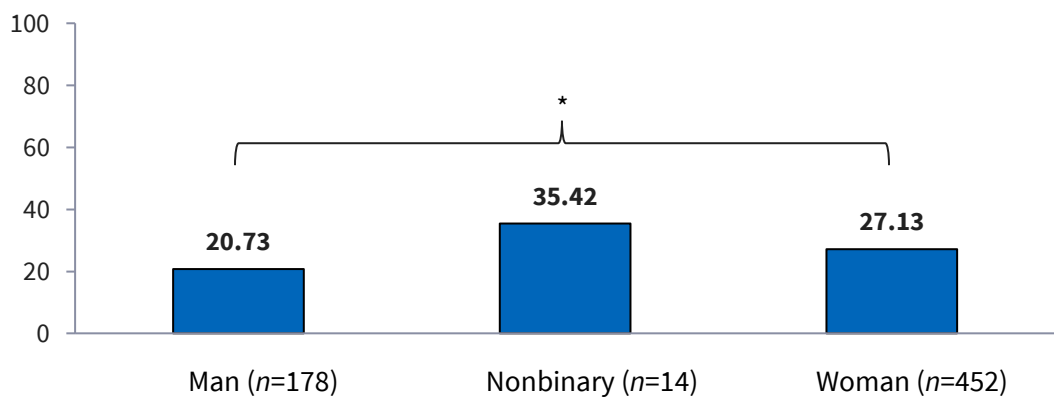
**Figure 10. Student Respondents Reported Higher Perceived Self-Concept as a Result of Being in the Umoja Program**



\*  $t(657)=25.86$ ,  $p<0.001$ , 95% CI of the difference [23.54, 27.41]. \*\*  $t(548)=19.62$ ,  $p<0.001$ , 95% CI of the difference [19.74, 24.13].

On average, this difference for general self-concept statistically significantly differed by gender, with women reporting a greater perceived increase as a result of being in the Umoja program than men (see Figure 11).

**Figure 11. Women Reported a Greater Perceived Increase in General Self-Concept as a Result of Being in the Umoja Program than Men**



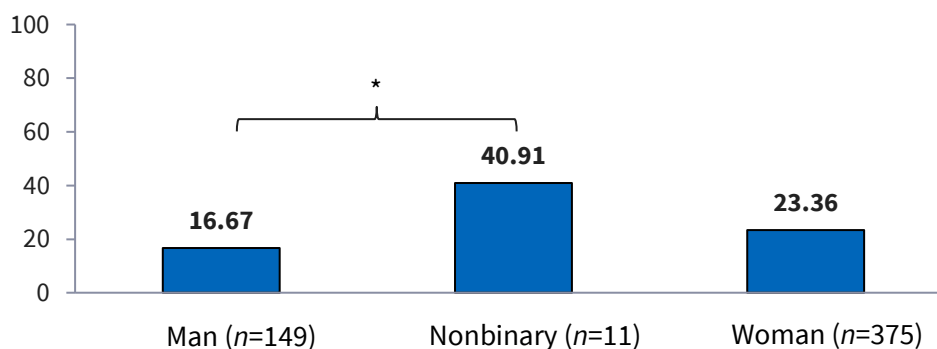
Note. Those who prefer to self-describe their gender are excluded due to the small sample size of this group.  
\*  $F(4,653)=2.64$ ,  $p=0.03$ , 95% CI of the difference [0.32, 12.49].



Average change scores for general self-concept did not differ by race (i.e., Black and non-Black), age, LGBTQIA2S+ identity, region, financial aid status, or college attended.

The average change scores for self-concept for Black-identified students differed statistically significantly by gender. Compared to men, on average, nonbinary students reported a larger perceived increase in self-concept for Black-identified students as a result of being in the Umoja program (see Figure 12). Nonbinary students also had lower average scores “before Umoja” than men ( $M=38.89$ ,  $N=12$ ;  $M=59.50$ ,  $N=166$ ; respectively;  $t(176)=2.73$ ,  $p<0.01$ , 95% CI of the difference [5.72, 35.52]), but average scores for nonbinary students and men did not differ statistically “as a result of being in the Umoja program” ( $M=82.83$ ,  $N=11$ ;  $M=76.55$ ,  $N=151$ ; respectively;  $t(160)=-0.86$ ,  $p=0.39$ , 95% CI of the difference [-20.79, 8.23]). Given the small sample size for nonbinary students in the present sample, these results should be interpreted with caution. On average, the change scores for self-concept for Black-identified students did not differ by age, LGBTQIA2S+ identity, region, or financial aid status. While the average perceived change in general self-concept did not differ by the colleges that students attended, findings showed statistically significant differences among the average perceived change in self-concept for Black-identified students by college attended. This result will be discussed further in the sections on [Program Elements and Average Scores across Colleges for Student Psychological Outcomes](#) and [Program Practices and Average Scores across Colleges for Student Psychological Outcomes](#).

**Figure 12. Non-Binary Students Reported a Greater Perceived Increase in Self-Concept for Black-Identified Students as a Result of Being in the Umoja Program than Men**



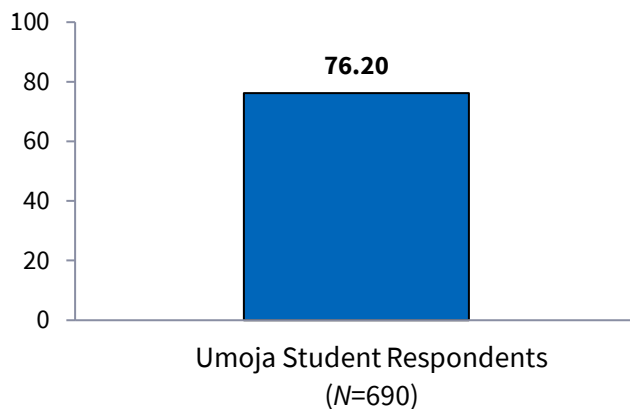
Note. Those who prefer to self-describe their gender are excluded due to the small sample size of this group.  
\* $F(4,544)=3.47$ ,  $p<0.01$ , 95% CI of the difference [2.04, 46.44].

## Sense of Belonging within Umoja

On average, **student respondents reported that it is very true for them that they feel a sense of belonging within the Umoja community** (see Figure 13), with no differences by race (i.e., Black and non-Black), gender, age group, LGBTQIA2S+ identity, region, or

financial aid status. Findings showed statistically significant differences among average students' sense of belonging within Umoja by college attended. This result will be discussed further in the sections on [Program Elements and Average Scores across Colleges for Student Psychological Outcomes](#) and [Program Practices and Average Scores across Colleges for Student Psychological Outcomes](#).

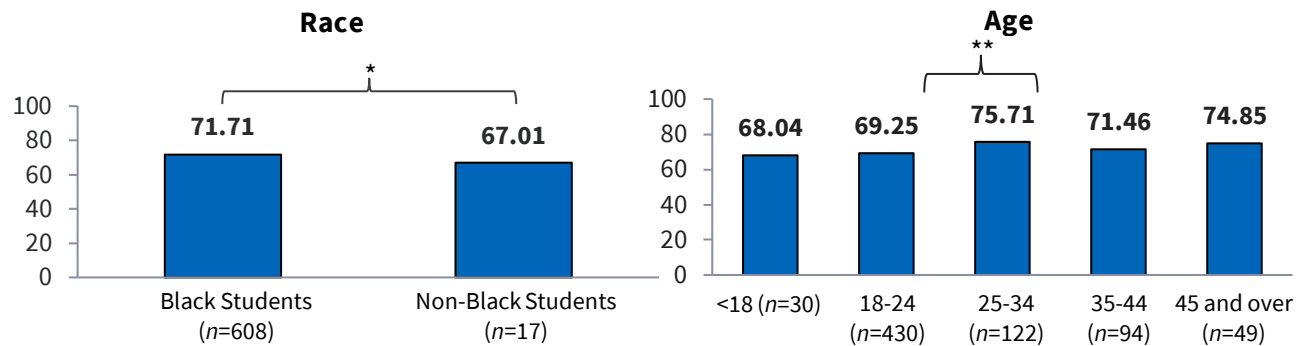
**Figure 13. Student Respondents Reported a High Sense of Belonging Within Umoja**



### Academic Self-Efficacy

On average, **Umoja student respondents indicated feeling “quite confident” in their academic abilities** ( $M=70.95$ , 95% CI [69.62, 72.28],  $N=725$ ). **Black Umoja students’ average academic self-efficacy was statistically significantly higher than non-Black Umoja students’ average academic self-efficacy** (see Figure 14). There were also significant differences by age, with average academic self-efficacy for 25–34-year-olds being higher than that of 18–24-year-olds. There were no statistically significant differences in average academic self-efficacy by gender, LGBTQIA2S+ identity, region, financial aid status, or college attended.

**Figure 14. Average Academic Self-Efficacy Differed by Race and Age**



\*  $t(723)=2.57$ ,  $p<0.01$ , 95% CI of the difference [1.11, 8.30]. \*\*  $F(4,720)=3.85$ ,  $p<0.01$ , 95% CI of the difference [1.39, 11.54].

## 2023-24 EFFECTIVE PROGRAM DESIGN ELEMENTS

### Section Takeaways:

- While the majority of core team respondents reported meeting most MOU expectations in 2023-24 (e.g., year-end events, Village space), one-fifth or more reported *not* meeting MOU expectations for Umoja courses and an orientation event.
- More than half of core team respondents described their Village space as at least “moderately effective”. Those respondents who indicated their space was less effective at meeting student needs described needing two types of support—increased size and staffing—to improve this effectiveness.
- The majority of core team respondents indicated using a strategic plan and data collected by the program to support 2023-24 program planning, but also described needing additional types of data and increased support to access and use data to inform programming.
- With regard to program elements and students’ average psychological outcome scores across colleges, greater faculty attendance at the 2023 Summer Learning Institute (SLI) significantly predicted higher average perceived change in self-concept for Black-identified students at the college level.

### **Section Implications:**

- Core team survey respondents largely indicated that they implemented the program elements required by UCEF in 2023-24. However, that one-fifth or more did not provide at least two Umoja courses and/or host an orientation suggests these are areas where additional inquiry and support may be warranted.
- Increased size of and staffing for Village space may improve the perceived effectiveness of the space in supporting students.
- Many core teams are using multiple resources to support their program planning, but may benefit from greater support around data access and use.
- That there was a positive relationship between a college's faculty attendance at the SLI and the college's average score of the perceived change in self-concept for Black-identified students suggests that one or more of the following may be the case:
  - Faculty may gain learnings (e.g., pedagogical practices, skills, awareness) from the SLI that results in a greater perceived change in self-concept for Black-identified students at the college level.
  - Colleges that send more faculty to the SLI may be doing additional things that contribute to this greater perceived change.
  - A confounding variable (e.g., college investment in the Umoja program) may be influencing both the number of faculty who attend the SLI and students' perception of change.

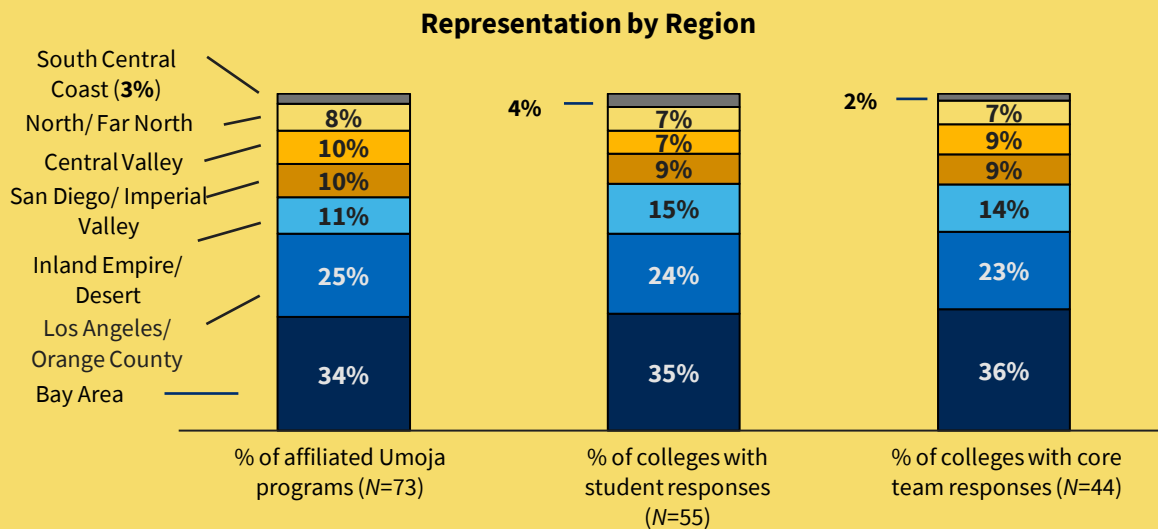
### **Core Team Survey Findings on 2023-24 Program Year Elements**

The core team survey asked about a variety of program elements for the 2023-24 program year based on the MOU between the colleges and UCEF, including:

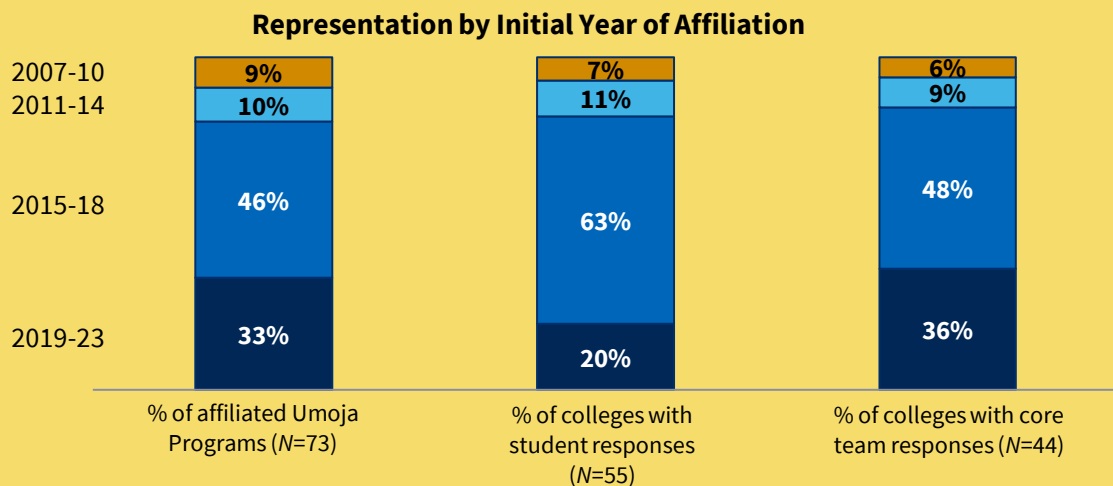
- number and types of courses;
- student programming offered and number of statewide events students attended (including UCEF and other events);
- presence and perceived effectiveness of a Village space at their campus;
- number of dedicated Umoja coordinators, counselors, and other faculty, and Umoja personnel's attendance at UCEF events; and
- materials used for program planning.

## Core Team Survey Respondent Demographics

Out of the 73 current Umoja college programs, 44 core teams responded to the core team evaluation survey. Of these 44 colleges, 37 had at least one student who responded to the Umoja program student survey. The representation of student surveys and core team surveys is proportional to the breakdown of Umoja programs for each region.



There is an overrepresentation of colleges with student responses from the 2015-18 program affiliation years and an underrepresentation of colleges with student responses from the 2019-23 program affiliation years. The majority of student responses came from Umoja programs that were established between 2015 and 2018.



Note. Colleges' initial years of affiliation were provided by UCEF.

## Courses and events in 2023-24

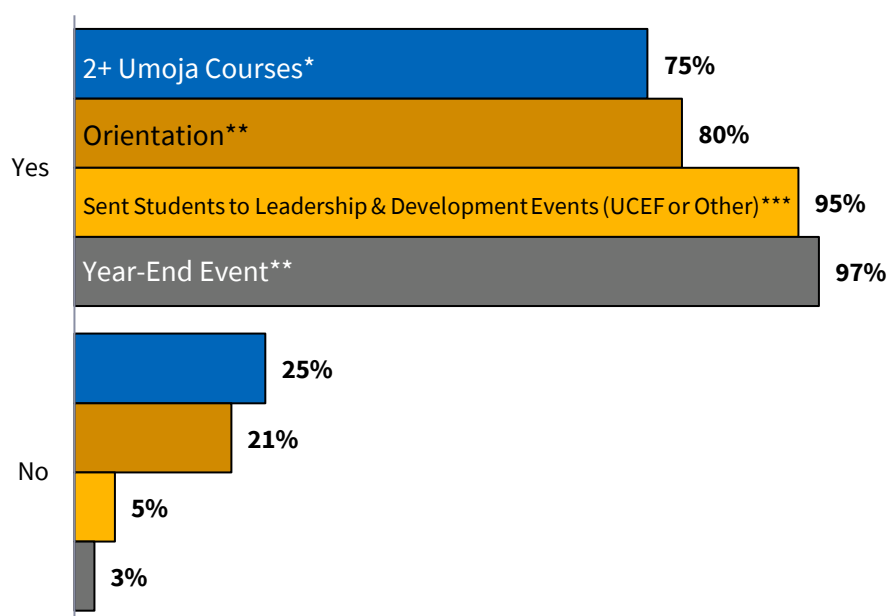
Nearly all core team respondents reported meeting the following MOU expectations (see Figure 15):

- Planning a year-end event in spring 2024.
- Sending students to leadership and development events hosted by UCEF and/or other organizations.

However, **one-fifth or more of respondents did *not* meet the following MOU expectations:**

- Offering at least two Umoja dedicated or supported courses.<sup>33</sup>
- Hosting an orientation, welcome event, or rite of passage in summer or fall 2023.

**Figure 15. Most Core Team Respondents Met MOU Expectations for Courses and Student Programming and Events**



\* N=44. \*\* N=39. \*\*\* N=38.

With regard to courses and student programming and events, the average number of Umoja dedicated courses and Umoja supported courses offered in the 2023-24 academic year were equal (see Table 4). Most core team respondents reported sending students to

<sup>33</sup> An Umoja dedicated course is defined as one that is reserved or designated for Umoja students and taught by a faculty member who attended the Summer Learning Institute and who “receives ongoing training and support from the program coordinator and other Umoja faculty/staff.” An Umoja supported course is defined as one that reserves some seats for “a small cohort of Umoja program participants” (MOU between UCEF and colleges, 2023; see [Appendix B: Artifacts](#)).

one UCEF leadership or development event and hosting five campus events to connect Umoja students to their colleges.

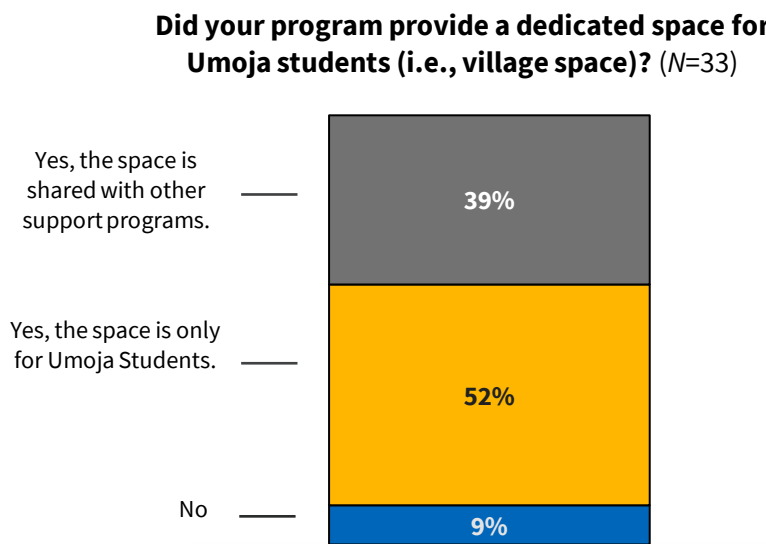
**Table 4. 2023-24 Student Course and Event Details**

Types of Courses		Average	Range
Courses (N=44)	Umoja Dedicated	2.80	0-10
	Umoja Supported	2.77	0-16
Types of Events		Mode	Range
Statewide Leadership and Development Events That Program Students Attended (N=38)	UCEF Events	1	0-100
	Other Statewide Events	0	0-25
Program Events Hosted to Connect Umoja Students to: (N=39)	College Campus	5	1-40
	Statewide Umoja Community	0	0-29

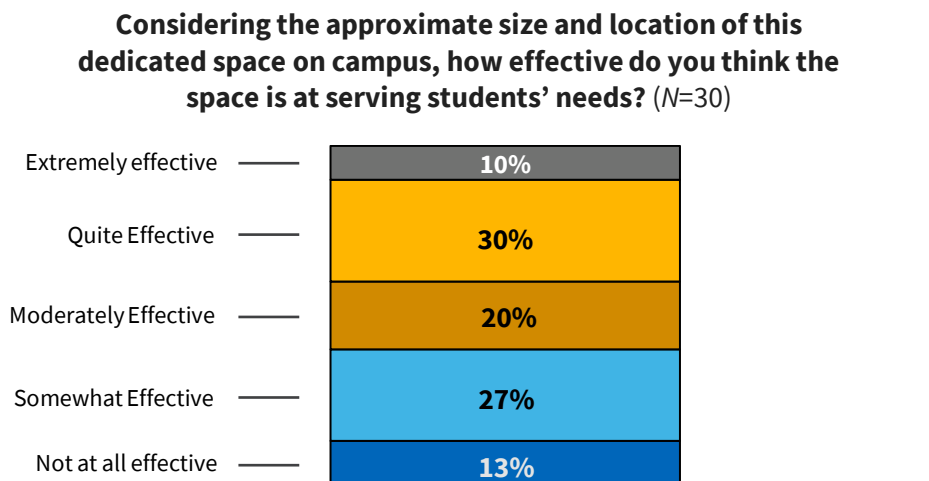
## Village Space

**Nearly all (91%) core team respondents reported having a Village space at their campus in 2023-24, with over half of respondents indicating their Village space was reserved for only Umoja students to access** (see Figure 16). With regards to the perceived effectiveness of the program’s Village space to serve its students, responses were mixed (see Figure 17). An equal share of core team respondents (40%) indicated that the size and location of their Village space was at least “quite effective” as those that indicated that the size and location of their Village space was either “somewhat” or “not at all effective.”

**Figure 16. Most Core Team Respondents Reported Having a Village Space**



**Figure 17. Perceived Effectiveness of Village Space Varied Across Core Team Respondents**



**Core team respondents who indicated their Village spaces were less effective (i.e., “somewhat” or “not at all effective”) described needing two types of support—increased physical space and staffing—to improve the effectiveness of their Village space in meeting students’ needs (Table 5).**



**Table 5. Core Team Respondents Described Increased Size and Staffing for Improving Their Village Space**

Theme	Theme Description	Frequency (%)
Core team respondents...		
Improved physical space	... described needing a larger or more private space to enable the effective delivery of intimate services (e.g., academic and mental health counseling, tutoring) and create a sense of ownership and welcomeness for Umoja students.	7 (64%)
Dedicated Village staff	... commented on needing personnel to staff and work in the Village space to ensure that someone is always available to provide support to Umoja students.	3 (27%)

Note. Total number of respondents is 11.

## Program Personnel

**Nearly all core team respondents reported having at least one dedicated program coordinator (93%) and counselor (91%), as expected by their MOU.** The number of instructional faculty who teach in the program varies (see Table 6).

**Table 6. On Average, Core Team Respondents Reported One Dedicated Coordinator, Two Dedicated Counselors, One Classified Professional and Three Instructional Faculty Who Teach in the Program**

Types of Umoja Personnel	Average ( <i>SD</i> )	Range
Dedicated Program Coordinators ( <i>N</i> =43)	1 (0.57)	1-3
Dedicated Counselors ( <i>N</i> =44)	2 (6.34)	0-43
Instructional Faculty Who Teach in the Program ( <i>N</i> =44)	3 (2.67)	0-12
Classified Professionals ( <i>N</i> =44)	1 (1.22)	0-6

Note. Averages rounded to the nearest whole person.

As expected by their MOU, on average, core team respondents reported sending one program coordinator to the 2024 Winter Coordinators’ Retreat (see Table 7; see [Appendix B: Artifacts](#) for additional details regarding MOU expectations for engaging in UCEF professional development).<sup>34</sup> Further, on average, core team respondents reported sending one non-faculty program staff member and two faculty members to the 2023 SLI.

**Table 7. Average Reported Program Personnel Attendance at UCEF Events was Between One and Two**

Personnel and Event Type	Average ( <i>SD</i> ) Number of Personnel Attending from Program ( <i>N</i> =38)	Range
Program Coordinators at the January 2024 Winter Coordinators’ Retreat	1 (0.77)	0-4
Non-Faculty Program Staff at the June 2023 SLI	1 (1.16)	0-4
Faculty at the June 2023 SLI	2 (1.83)	0-9

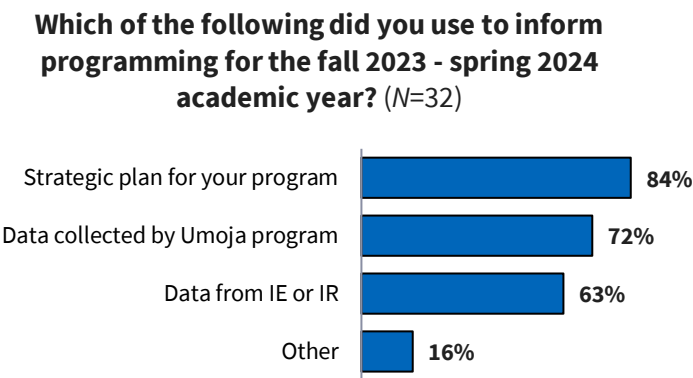
Note. Averages rounded to the nearest whole person. One extreme outlier reported sending 30 coordinators to the Winter Coordinators’ retreat and 33 faculty members to the SLI and was omitted from this table.

### Program Planning

Most core team respondents reported using a strategic plan to inform their 2023-24 program planning, while smaller shares reported using data collected by the Umoja program and institutional effectiveness (IE) or institutional research (IR) office data (see Figure 18).

<sup>34</sup> While 21% of core teams reported *not* sending a program coordinator, it is possible that these programs sent a designee instead, which is an acceptable alternative per the MOU. We did not ask about designee attendance in the core team survey.

**Figure 18. A Majority of Core Team Respondents Reported Using a Strategic Plan and Data from IE or IR to Inform 2023-24 Program Programming**



Note. Percentage total exceeds 100% as respondents could check all that apply.

**Core team respondents shared that additional types of data and institutional support would better enable them to access and use data to inform programming in the future** (see Table 8).

**Table 8. Core Team Respondents Described the Need for Additional Types of Data and Increased Support to Access and Use Data to Inform Programming<sup>35</sup>**

Theme	Theme Description	Frequency (%)
Core team respondents...		
Additional data types	... described a need to either expand or improve the types of data they use to inform planning (e.g., collect feedback about programming and curricula, ensure or improve accuracy of data collection and analyses).	8 (32%)
Increased institutional support	... commented on the need for institutional support from various campus partners (e.g., IR) or from partners across campuses (e.g., a network of Umoja programs).	7 (28%)

Note. Total number of respondents is 25.

<sup>35</sup> Three core team respondents (12%) each described needing additional training to further develop data collection and interpretation skills and increased capacity in the form of additional personnel to allow for program personnel to dedicate more time towards collecting and using data.

## Program Elements and Average Scores Across Colleges for Student Psychological Outcomes

As discussed in the [Psychological Outcomes Related to Student Success](#) section, there were no statistically significant differences in students' average perceived change in general self-concept and average academic self-efficacy by college attended. In contrast, there were statistically significant differences in average perceived change in self-concept for Black-identified students and average sense of belonging by college attended. To better understand what may be contributing to differences by college attended, we calculated average scores for each college for perceived change in self-concept for Black-identified students and student sense of belonging from the student survey data and combined these new college-level variables with the core team survey data.

When examining the associations between program elements and average scores across colleges for perceived change in self-concept for Black-identified students, there was a statistically significant positive association with the reported number of college faculty who attended the 2023 SLI.<sup>36</sup>

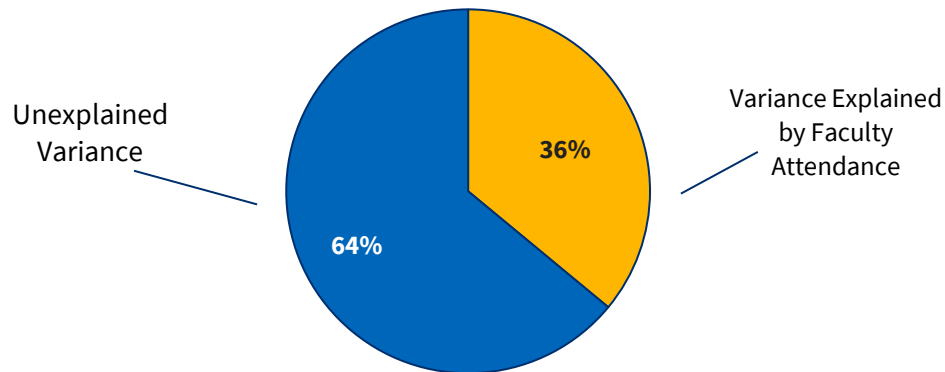
**The reported number of college faculty who attended the 2023 SLI significantly predicted perceived change in self-concept for Black-identified students at the college level** (see Figure 19). Every 1-unit increase in faculty member attendance predicts a 1.5-point increase in perceived change in self-concept for Black-identified students at the college level.

We found no statistically significant associations between program elements and colleges' average sense of belonging within Umoja. This lack of associations should be interpreted with caution—due to the very small sample sizes in this report, it is possible that such associations exist but that we lacked the statistical power to identify them.

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<sup>36</sup> We found no other significant associations between college average perceived change in self-concept for Black-identified students and the other program element variables: number of Umoja dedicated courses, number of Umoja supported courses, number of UCEF events students attended, whether a welcome event was held, whether a year-end event was planned, number of other statewide events students attended, presence of a Village space, perceived effectiveness of the Village space, number of dedicated Umoja coordinators, number of dedicated counselors, number of other faculty, number of program coordinators who attended the 2024 Winter Coordinators' Retreat, or number of non-faculty who attended the 2023 Summer Learning Institute.

**Figure 19. Number of Faculty Attendees Explains 36% of the Variance in Average Perceived Change in Self-Concept for Black-Identified Students at the College Level**



## 2023-24 STRATEGIES FOR ALIGNMENT AND PRACTICES THAT CAN BE SCALED

### Section Takeaways:

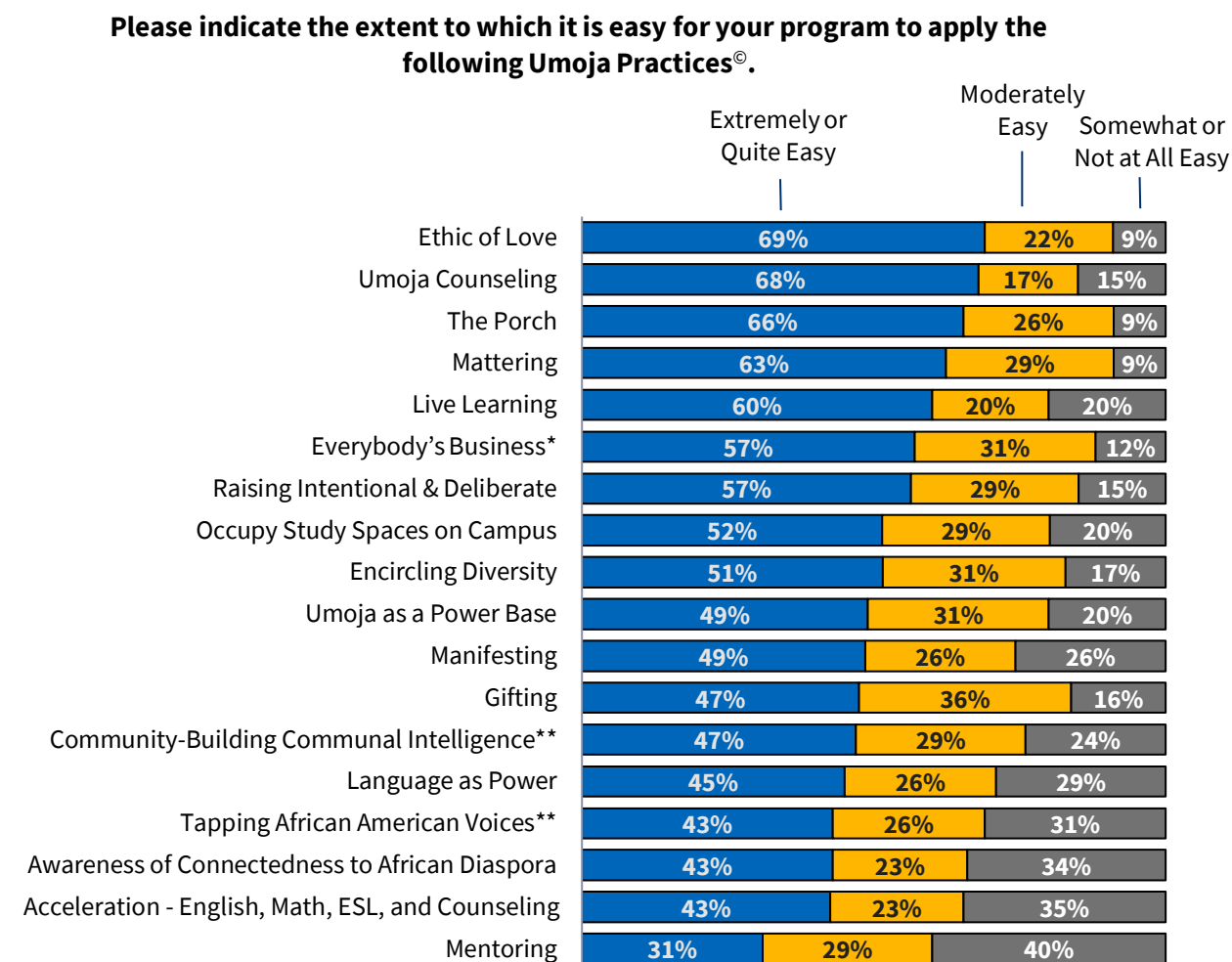
- While the majority of core team respondents indicated that most Umoja Practices® were easily applicable, some respondents described needing additional support or training to engage with those Umoja Practices® they indicated were “not at all easy to apply.”
- Core team respondents described the various types of programming they perceive as effectively supporting Umoja students’ academic success (e.g., academic support and experiences, addressing personal needs).
- Core team respondents described that it is their collaboration with other campus personnel, departments, and divisions that enables them to effectively connect students to the resources, information, and support they need to be successful.

### Section Implications:

- To scale practices and programming that effectively support students' success, Umoja program personnel need both increased capacity and institutional support, and intentional communication, collaboration, and partnership with other campus departments and divisions.
- Umoja program personnel may have existing connections and processes with other colleagues and departments at their colleges that could support effectively scaling practices outside of the program.

**Core team survey respondents indicated that most Umoja Practices® were easily applicable.** The majority of core team respondents reported it was “quite” or “extremely easy” to apply most Umoja Practices®, with the following practices most often being rated as such: Ethic of Love, Umoja Counseling, and the Porch (see Figure 20). However, one-third or more of all core team respondents reported it was “somewhat” or “not at all easy” to apply certain Umoja Practices® (i.e., Awareness of Connectedness to the African Diaspora; Acceleration – English, Math, ESL, and Counseling; Mentoring).

**Figure 20. Most Core Team Respondents Reported the Umoja Practices<sup>®</sup> Were Easy to Apply**



Note. *N*=35 except where noted.

\* *N*=34. \*\* *N*=36.

We asked core team respondents who indicated the application of Umoja Practices<sup>®</sup> as being “not at all easy” to describe what support or resources could make it easier to apply these Umoja Practices<sup>®</sup> within their program. The overwhelming majority of these 19 respondents (68%) described the need for **more opportunities to engage with the Umoja Practices<sup>®</sup>**, frequently commenting on wanting **more professional development or training** (e.g., examples of applying specific Umoja Practices<sup>®</sup>) for Umoja dedicated staff and both Umoja dedicated and non-Umoja faculty.<sup>37</sup>

<sup>37</sup> In addition, one respondent each (5%) described needing to continue engaging in site visits or meetings with regional coordinators to ensure programs are adhering to MOU requirements, increased institutional support, and increased administrative support for navigating processes to successfully implement programming.

In addition to asking about the specific Umoja Practices<sup>®</sup>, we also asked core team respondents to describe what, if any, other practices their program uses that they find most effectively support Umoja students. Most of the 30 respondents to this question (40%) described the types of programming they provide as most effectively supporting students, including:

- providing academic supports (e.g., tutoring, peer support, mentorship);
- addressing or meeting personal needs (e.g., basic needs, mental health counseling);
- expanding personal and academic experiences (e.g., college tours, study abroad, conference attendance); and
- using the Village space to connect or provide the services to students (e.g., host workshops, provide dedicated study space).<sup>38</sup>

A notable share of respondents to the aforementioned question regarding additional practices (27%) described the Umoja Practices<sup>®</sup> they find to most effectively support students, with **Everybody's Business**, **Ethic of Love**, and **Mattering** occurring most frequently.

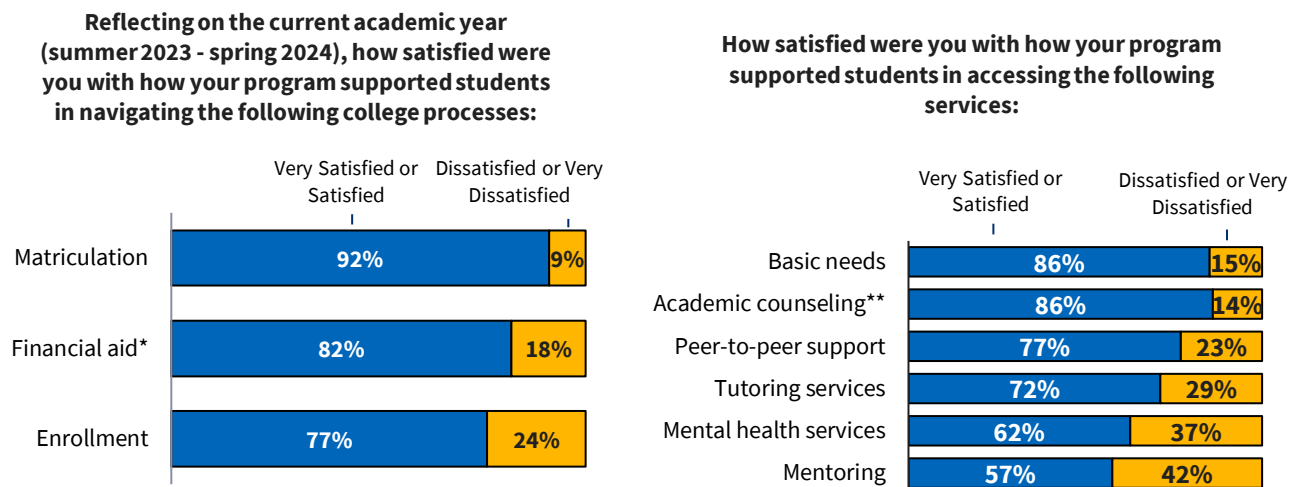
**The majority of core team respondents indicated being “very satisfied” or “satisfied” with the way the program supports students in navigating college processes** (i.e., matriculation, financial aid, enrollment) **and accessing services** (i.e., basic needs, academic counseling/advising, peer-to-peer support, tutoring, mental health services, mentoring; see Figure 21). However, a large share of core team respondents indicated being “dissatisfied” or “very dissatisfied” with how the program supports students in accessing mentoring and mental health services.

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<sup>38</sup> Additionally, five respondents (17%) described communicating with students early, consistently, and through a lens of supportiveness, and three respondents each (10%) described connecting students with other campus services and supports, and developing partnerships with both Umoja dedicated and non-Umoja dedicated faculty and staff to ensure Umoja students can access support across campus.



**Figure 21. Core Team Respondents Indicated Being Highly Satisfied with Most Program Supports for Students**



Note. N=35 except where noted.

\* N=34. \*\*Academic counseling and/or advising services.

Core team respondents who indicated dissatisfaction with how their program supports students in navigating college processes and accessing services described that **increased support, connection, and capacity could improve their satisfaction with how their program supports students** (see Table 9).

**Table 9. Core Team Respondents Describe Increased Support, Connection, and Personnel as Strategies for Improving Their Satisfaction for How Their Program Supports Students<sup>39</sup>**

Theme	Theme Description	Frequency (%)
Core team respondents...		
Increased institutional support	... commented on needing increased collaboration, support, and advocacy from across campus departments and colleagues (e.g., advocates in financial aid departments).	9 (36%)
Improved effectiveness in connecting students to services	... identified strategies for improving their program's effectiveness of connecting students to campus services or resources, most often describing a need for improving how they connect Umoja students to mental health services (e.g., hosting informational sessions or workshops from the relevant department in the Village space).	8 (32%)
Additional program personnel	... described needing additional program personnel to increase the program's ability to meet and address students' needs (e.g., full-time staff, full-time coordinator, additional administrative support).	7 (28%)

Note. We combined the core team survey responses to the questions asking about core team respondents' needs to improve their satisfaction with how their program supports students in navigating college processes and accessing services. Total number of respondents is 25.

**Core team respondents described needing support in the form of additional personnel, increased institutional support, expanded programming, and additional funding** to enable their program to better support students' success and continue or expand the ways their program is supporting students in navigating college processes and accessing services (see Table 10).

<sup>39</sup> In addition, five respondents (20%) indicated needing to offer additional services (i.e., mentoring, counseling, tutoring) and three respondents (12%) described needing to increase their communication with students (e.g., increased touch points, more consistent communication).

**Table 10. Core Team Respondents Identified Additional Personnel, and Improved Connections, Programming, and Funding as Supports Needed to Improve Students' Success** <sup>40</sup>

Theme	Theme Description	Frequency (%)
Core team respondents...		
Additional program personnel	... described needing more Umoja dedicated personnel across departments and divisions (e.g., mental health counselors) and more full-time, dedicated program faculty and staff (e.g., more faculty to offer more Umoja courses, full-time program coordinators, specialists, data and research staff, administrative support).	23 (70%)
Improved connections	... commented on needing improved institutional support and collaboration (e.g., increased collaboration with programs and departments such as financial aid departments, counseling and mental health services, increased support from administration and campus leadership, collaborative efforts to streamline and support students in navigating college processes) as well as increased representativeness and partnerships across campus departments and divisions (e.g., more Black faculty and staff).	19 (58%)
Improved programming	... described needing to improve aspects of programming, such as creating dedicated time to plan for the upcoming year, offering mentoring and tutoring services, and hosting more informational sessions related to navigating college processes and accessing campus services.	13 (39%)
Additional funding	... expressed the need for additional and consistent funding in general, and specifically to hire personnel to continue offering services to support students' success.	8 (24%)

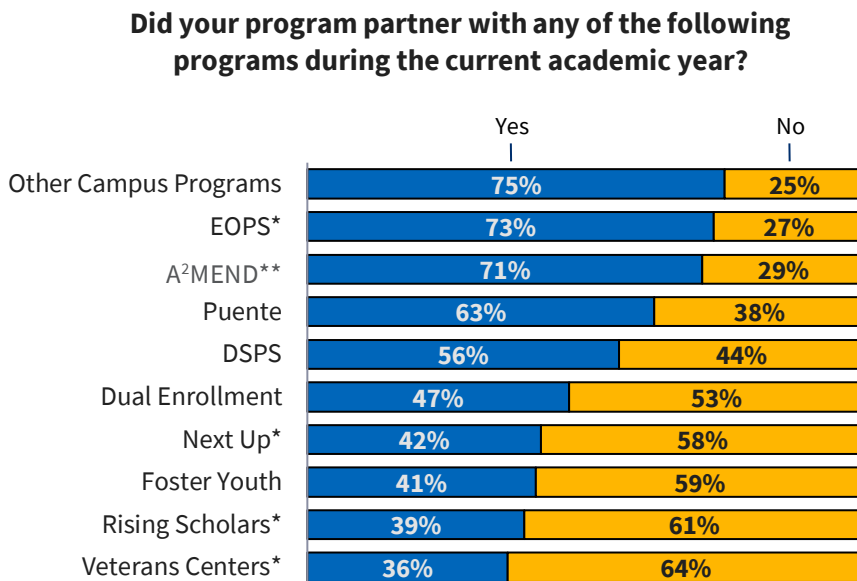
Note. We combined core team survey responses to questions asking about program needs to: better support students' success, continue or expand support of students in navigating college processes, and continue or expand support of students in accessing services. Total number of respondents is 33.

We asked core team respondents to indicate which campus programs they partner with and to describe how they partner with those various programs and departments. **Most Umoja core team respondents indicated that in the 2023-24 academic year they partnered with other campus programs not listed in the options provided, followed**

<sup>40</sup> In addition, six respondents (18%) described other needs including increasing Umoja course offerings, acquiring a Village space, increasing student buy-in, and clarifying program personnel's roles and expectations, and four respondents (12%) described needing to increase outreach to students.

by **EOPS and the African American Male Education Network** (A<sup>2</sup>MEND; see Figure 22).<sup>41</sup> On average, those who indicated partnering with at least one of the listed programs reported partnering with five other programs during the academic year ( $N=23$ ).

**Figure 22. Most Core Teams Reported Multiple Partnerships with Other Departments or Programs**



Note. Respondents did not have the opportunity to describe the other campus programs they partnered with in this question. The list of partners we included was from the program element requirements.  $N=32$  except where noted. \*  $N=33$ . \*\*  $N=31$ .

Moreover, **a nearly equal share of core team respondents described partnering with campus programs and departments that are geared towards supporting the general student population as well as those programs designed with specific student populations in mind** (see Table 11).

<sup>41</sup> A<sup>2</sup>MEND is an organization that aims to increase the success of African American male students by fostering institutional change within California's Community Colleges.

**Table 11. Core Team Respondents Partner with General Student Population and Special Programs**

Theme	Theme Description	Frequency (%)
Core team respondents...		
Campus areas geared towards general population students	... described partnering with divisions and departments across their campus such as the athletics department, student government, DSPS, student services, outreach and marketing, and career center.	12 (55%)
Campus areas geared towards supporting a particular population of students	... commented on partnering with other intervention programs, cultural centers, or divisions/services designed to support a particular population of students including A <sup>2</sup> MEND, the Mathematics, Engineering, Science Achievement (MESA) program, <sup>42</sup> multicultural centers, and EOPS.	10 (45%)

Note. Total number of respondents is 22.

Core team respondents frequently described **partnering with programs and divisions to share and coordinate student-level resources and to collaborate on hosting joint events and activities** (see Table 12).

**Table 12. Core Team Respondents Partner with Programs and Divisions to Share Resources and Host Events<sup>43</sup>**

Theme	Theme Description	Frequency (%)
Core team respondents...		
Share information and resources	... commented on engaging with other campus programs, departments, or divisions to share or coordinate resources (e.g., hosting information sessions to identify available services or resources, coordinating service referrals between departments).	15 (45%)
Host joint events	... described partnering with other campus programs, departments, or divisions to host joint events or activities.	7 (21%)

Note. Total number of respondents is 23.

<sup>42</sup> The MESA program, available to California's community college students, intends to support minoritized students in mathematics, engineering, or science fields with transferring to four-year institutions.

<sup>43</sup> In addition, two core team respondents (6%) described actions to further integrate their program with other campus programs by developing intersectional program plans or engaging in cross-program learning.

## Program Practices and Average Scores across Colleges for Student Psychological Outcomes

As we did for program elements, we examined whether there were associations between program practices and those student psychological outcomes that differed by college—perceived change in self-concept for Black-identified students and sense of belonging within Umoja. There were no statistically significant associations between reported program practices and college average perceived change in self-concept for Black-identified students.<sup>44</sup> There were significant positive associations between program practices and college average student sense of belonging within Umoja.

Specifically, core team respondent satisfaction with support for students in navigating matriculation, enrollment, and financial aid and satisfaction with support for students in accessing peer-to-peer support were each statistically significantly positively associated with college average student sense of belonging within Umoja.<sup>45</sup> Thus, **as core team satisfaction with these supports increased, so too did students' average sense of belonging within Umoja at the college level.** Due to low sample size, we were unable to conduct follow-up analyses to further understand these results.

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<sup>44</sup> Program practices included in analyses were: reported ease of applying each Umoja Practice®; reported core team satisfaction with program support of students in navigating matriculation, enrollment, and financial aid; and reported core team satisfaction with program support of students in accessing peer-to-peer support, tutoring services, mentoring, basic needs, academic counseling and/or advising services, and mental health services.

<sup>45</sup> Correlations with college average student sense of belonging within Umoja: core team respondent satisfaction with support for matriculation ( $r=0.50$ ,  $p=0.04$ ,  $n=17$ ), enrollment ( $r=0.66$ ,  $p=0.005$ ,  $n=16$ ), financial aid ( $r=0.53$ ,  $p=0.03$ ,  $n=17$ ), peer-to-peer support ( $r=0.51$ ,  $p=0.04$ ,  $n=17$ ).

## Recommendations

We recognize that advancing and supporting Umoja programs and participating students' success is a collaborative effort between the Umoja programs, college leadership, UCEF, the Chancellor's Office, and the California State Legislature. We tailored the recommendations for each entity to align with the main findings in this report described within these prior sections: cohort profiles, psychological outcomes, program design elements, and strategies for alignment and scaling.<sup>46</sup>

### UMOJA PROGRAMS

To improve and potentially expand your program's support of students, we recommend the following:

1. **Identify which students your program does and does not serve** (but who could benefit from the program).
  - a. **Develop and/or strengthen partnerships with your institutional research office** to evaluate program efficacy at the local level, help benchmark goals, monitor progress, and engage in periodic review of data.
  - b. *For students you are serving*, if not already being done:
    - i. **Connect with college administrators to understand institutional goals and systemwide reform efforts** that your Umoja program may already be advancing (e.g., Student Equity and Achievement Program [SEAP], the Student Success and Support Program [SSSP], Assembly Bill [AB] 1705, AB705, dual enrollment, Student-Centered Funding Formula [SCFF]); and
    - ii. **Share relevant data on Umoja student outcomes** with administrators **to leverage braided funding strategies**.<sup>47</sup> Leveraging such strategies will help maximize funding to support college and career pathways and ensure Umoja students receive state and federal aid for which they are eligible.<sup>48</sup>

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<sup>46</sup> Throughout this section, we use the term “practices” in a way that is inclusive of, but not limited to, the Umoja Practices©. We use “Umoja Practices©” when we are referring exclusively to the 18 Umoja Practices©.

<sup>47</sup> Braiding funding refers to lacing together funds from multiple sources to support a common institutional goal. For example, Student Equity and Achievement Program, Student Success and Support Program, and AB1705 funds could be braided with Umoja funds to support common goals around Black student success.

<sup>48</sup> Aligns with [Vision 2030](#).

- c. *For students you may not be serving*, if not already being done:
  - i. **Further investigate why these students are not participating** in the Umoja program. For example, they may not be the focus of outreach efforts, they may not see themselves as Umoja students, and/or they may not see the benefits of participating in the Umoja program; and
  - ii. **Consider how to reach and tailor support for those student groups** (e.g., Black students over 24 years old, non-EOPS Black students) to encourage their participation in the Umoja program. This might involve connecting with other programs at your college that are already reaching and/or supporting said student groups to gain strategies.
- 2. **Strengthen partnerships with other departments and programs, including faculty**, to collaboratively support Black student success at the college. Examine which student services departments (e.g., financial aid, registrar, mental health, admissions, outreach and recruitment) you currently collaborate with and consider expanding to work with frontline staff and faculty in other student services departments to increase personnel's knowledge and referral of students to your program.
- 3. **Consider joining relevant shared governance committees** that directly impact resource allocation (e.g., budget, facilities) to ensure that the Umoja program is represented in these conversations.

To improve, expand, and/or scale program elements and practices, we recommend the following:

- 4. **Engage with other Umoja program personnel across the system** to:
  - a. learn strategies for successfully **acquiring and staffing a Village space**, or for maximizing a shared space, to improve the experiences of Umoja students; and
  - b. **increase data literacy knowledge and skills**, including accessing data, to support effective program planning.
- 5. **Leverage existing relationships** with colleagues and other campus departments or programs (e.g., dual enrollment, counseling) **to share and implement practices** that may effectively support Umoja students' success with the students that these personnel or programs are reaching.



## COLLEGE LEADERSHIP

To assist Umoja programs in improving and potentially expanding their support of students, we recommend the following:

1. **Consider the Umoja program’s alignment with and advancement of institutional and systemwide equity efforts** (e.g., college-level equity plans, other programs focused on serving disproportionately impacted populations, equity initiatives) **and goals** (i.e., equity in access, supports, and success).<sup>49</sup> To leverage this alignment, where relevant:
  - a. **Facilitate access to braided funding** streams.
  - b. **Institutionalize the Umoja program** into ongoing college-level equity reform efforts (e.g., AB1705, AB705, dual enrollment).
  - c. **Recognize the longstanding experience and equity expertise of Umoja practitioners** and ensure these practitioners are included in college-wide equity and institutional planning conversations.
2. **Support access to data** that helps your Umoja program identify the students or student groups they are and are not currently serving.
  - a. **Facilitate collaboration** among your Umoja program and other programs at your college (e.g., Puente) to enable sharing of strategies for reaching and/or supporting those students who may not be currently participating in Umoja (e.g., students over 24 years old).
3. **Help educate frontline staff** in student services departments (e.g., financial aid, registrar, mental health) to increase personnel’s knowledge and referral of students to the college’s Umoja program.

To support Umoja programs in improving and/or expanding program elements and practices, and/or to scale these collegewide, we recommend the following:

4. **Support programs in acquiring and staffing a Village space** (dedicated or otherwise).
5. **Provide institutional support** from relevant college departments (e.g., institutional research) to enable access to data to support Umoja program planning efforts and reporting requirements.

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<sup>49</sup> Such as “utilizing dual enrollment as a tool to close equity gaps” and “[improving] the outcomes of underrepresented students of color” (e.g., in graduation and transfer; [Vision 2030](#), p. 2 and 6, respectively).

6. **Determine which Umoja elements and practices to scale** to other relevant divisions, departments, and/or programs by considering how these elements and practices support existing institutional and systemwide goals and initiatives.
  - a. **Gain support for scaling** by communicating the alignment between Umoja program elements and practices and existing college efforts, and the institution's support for and commitment to scaling these practices.
  - b. **Support implementation of relevant Umoja program elements and practices** across divisions, departments, and/or programs.
    - i. Consider collaborating with UCEF to **support and engage in efforts to "Umoja-fy" college personnel** broadly (e.g., providing resources to expand the number of campus personnel engaging in UCEF-led professional development opportunities, such as the SLI; partnering with UCEF to provide trainings at the college).

## UMOJA COMMUNITY EDUCATION FOUNDATION

To support Umoja programs in improving and potentially expanding their support of students, we recommend the following:

1. **Encourage Umoja programs to investigate further which students their Umoja program is not currently serving** (e.g., older students/adult learners) and **identify how they might reach and support those students** in achieving their education goals and overall academic success.
  - a. Provide and/or **increase support to individual programs to tailor programming** to better address and align to the needs of unreached student groups. For example, through regional coordinators and/or statewide training.
2. **Strengthen engagement with systemwide reform efforts** that align with the Umoja Community mission, vision, and values (e.g., AB1705, AB705, dual enrollment). Doing so will enable the provision of capacity-building and technical assistance to program personnel that supports their ability to integrate program activities with college-level efforts.

3. **Consider Umoja programs' advancement of institutional and systemwide goals** to support college programs in accessing related braided funding streams (e.g., through regional coordinators, statewide training, collaborating with the Chancellor's Office to provide professional development).
4. **Encourage Umoja programs to collaborate** with other departments, programs, and/or initiatives at their colleges to advance Black student success.

To support Umoja programs in improving and/or expanding program elements and practices, and/or to scale these systemwide, we recommend the following:

5. **Conduct a full survey of Umoja courses and programming** to identify barriers to offering the requisite number and type of Umoja courses and orientations, and provide relevant supplemental training and support.
6. **Collaborate with the Chancellor's Office to determine strategic, intentional, and efficient program reporting** processes that reduce the burden on program personnel while ensuring that Umoja program reports are consistent, complete, and cataloged to support future research into effective practices (e.g., program implementation and outcomes) and program needs.
7. Use the network of programs to **provide support on how to acquire and staff a Village space** (dedicated or otherwise).
8. **Support program personnel in furthering their data literacy** (i.e., ability to access, analyze, interpret, and use data to inform program planning) through sessions at existing professional development events, regional coordinators, and/or partnering with other organizations positioned to provide this type of training.
9. **Expand and deepen the reach of Umoja tenets.** For example, by:
  - a. expanding access to Umoja trainings and professional development (e.g., the SLI) to include non-Umoja personnel;
  - b. encouraging program personnel to share Umoja Practices® with colleagues across departments, divisions, and/or programs at their colleges to support the scaling of Umoja Practices® broadly; and
  - c. providing opportunities for deepening understanding of the discrete Umoja Practices® and their inherent interconnectedness, and practicing how to apply them with students from one's role (e.g., using professional development, creating opportunities for program personnel across the state to share learnings and experiences with one another).

To better understand Umoja programs and their impact for students, we recommend the following:

**10. Further expand internal capacity for research and evaluation** to enable consistent data collection and advance understanding of the impact of the Umoja programs.

**11. Expand upon the findings of this evaluation** by considering the following avenues:

- a. Identify Umoja programs that are effectively reaching and serving special population groups (e.g., adult learners) to understand and disseminate effective practices within Umoja for this group.
- b. Investigate the role of SLI attendance and other possible covariates (e.g., college investment in Umoja) in colleges' average perceived change in self-concept for Black-identified Students.
- c. Examine the relationships among institutional commitment to Umoja, Umoja program implementation, and Umoja student outcomes.
- d. Use student-level data to investigate the connections among Umoja program elements, student psychological outcomes, and academic outcomes.
- e. Include non-participating (NP) non-Black students as a comparison group in future research to:
  - i. compare against outcomes of non-Black Umoja students;
  - ii. examine whether the outcome gap between Black and non-Black students is smaller for those in Umoja than for NP students; and
  - iii. further study the benefits of Umoja for non-Black Umoja students.
- f. Expand research on Black students' self-concept, sense of belonging, and academic self-efficacy, and the relationships among these psychological outcomes and academic outcomes, for both Umoja and NP Black students to assess Umoja's theory of change and contribute to the literature on Black student success.
- g. Examine institutional commitment for individual Umoja programs (e.g., allocations at individual colleges) and how programs leverage resources to understand associations between program support (from the institution, UCEF, the Chancellor's Office, and the California State Legislature) and program outcomes.

## CHANCELLOR'S OFFICE

To support Umoja programs in improving and potentially expanding their effective support of students, we recommend the following:

1. **Ensure that demographic categories accurately reflect students' lived experiences**, capturing their multifaceted and intersecting identities. For example, refine the gender variable [SB04] in COMIS so that the categories reflect gender identities rather than sex.<sup>50</sup> Such changes to demographic categories will enable a more accurate understanding of who Umoja is and is not serving, and equity gaps in student success outcomes.
2. **Collaborate with UCEF to establish a data sharing agreement** that enables access to disaggregated student-level data to enable further evaluation.
3. **Support understanding systemwide goals and braided funding strategies** among UCEF and college program personnel.

To support Umoja programs in improving and/or expanding program elements and Umoja Practices, and/or to scale these systemwide, we recommend the following:

4. **Collaborate with UCEF to determine strategic, intentional, and efficient program reporting** processes that reduce the burden on program personnel while ensuring that Umoja program reports are consistent, complete, and cataloged to support future research into effective practices (e.g., program implementation and outcomes) and program needs.
  - a. **Bring Umoja programs into the Vision-Aligned Reporting system** using the existing processes for onboarding program staff into the new reporting structure. In doing so, consider whether there are adjustments needed to best meet the needs of Umoja program personnel, so that sufficient training and support are provided. Consider supporting consistent mixed method data collection across programs within the Vision-Aligned Reporting system to enable holistic evaluation of program outcomes.
  - b. **Consider avenues for Umoja programs to report on resources and institutional commitment** (e.g., inquiring about the number of full-time equivalent positions and allocations at individual colleges), by including such questions within Vision-Aligned Reporting.
5. Further **support program personnel in data reporting** (e.g., navigating and adhering to Chancellor's Office reporting requirements) to ensure that program

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<sup>50</sup> See the SOGI Coalition's [Proposed Changes to CCCApply Sexual Orientation and Gender Identity Questions](#) for specific guidance on gender identity questions.

data is as complete and accurate as possible for use in future research and evaluation.

6. **Engage in strategic partnership with UCEF** to leverage the knowledge within the Umoja community **to scale effective practices to transform student achievement** beyond the students that can be served directly by Umoja programs. One way this knowledge could be disseminated is by engaging UCEF (e.g., as a professional development vendor) to develop, design, and provide support to “Umoja-fy” non-Umoja personnel systemwide.

## CALIFORNIA STATE LEGISLATURE

To support Umoja programs in continuing and potentially expanding their effective support of students, we recommend the following:

1. **Maintain and consider the expansion of funding for existing Umoja college programs** to:
  - a. address staffing and physical space limitations identified in this evaluation as barriers to better serving Umoja students; and
  - b. increase the number of students served by existing Umoja programs to ensure as many students as possible experience the psychological and academic benefits associated with the program.
2. **Expand funding to keep pace with the growth of new programs in the state** to ensure all programs receive sufficient funds as new college programs affiliate.

## Appendix A: Methodology

The present evaluation drew from three data sources (see Table A-1) to accomplish its goals of:

- producing a profile across comparison groups (Black Umoja students, non-Black Umoja students, and non-participating [NP] Black students enrolled in the California Community Colleges at any time during 2014-19);
- identifying effective program design elements from 2023-24 Umoja programs that increase Umoja student success as measured by students' perceived self-concept, sense of belonging within Umoja, and academic self-efficacy;
- describing strategies from core team survey respondents for aligning effective program design elements that increase Umoja student success to broader core services and supports; and
- identifying student support and engagement practices shared from core team survey respondents that can be scaled to community colleges and districts statewide.

**Table A-1. Data Sources by Report Section**

Report Section	Data Source		
	COMIS*	Student Survey	Core Team Survey
Profile of 2014-15 to 2018-19 Cohorts	X		
Spring 2024 Psychological Outcomes Related to Student Success		X	
2023-24 Effective Program Design Elements		X**	X
2023-24 Strategies for Alignment and Practices that Can Be Scaled		X	X

Note. \*The Chancellor's Office Management Information System. \*\*Aggregated to college-level variables.

This methodological appendix augments the [Brief Methodology](#) presented in the report by providing additional methodological details relevant to each data source, followed by the surveys that were administered. For additional details regarding this evaluation, see [Appendix B: Artifacts](#), [Appendix C: Colleges Included in Profile Analyses](#), and [Appendix D: 2014-15 to 2018-19 Cohort Data Disaggregated by Year](#).

## Demographics

Student race was identified using data element SB29. As noted in the body of the report, “Black students” were those who identified as Black or African American, either solely or in combination with another race or ethnic identity. Umoja status was identified using data element SG08 — those who were designated as meeting the eligibility criteria and receiving Umoja services at any time during the three-year cohort length were identified as Umoja students in our analyses. Data on demographic groups for which there were 10 or fewer students (i.e., formerly incarcerated; Mathematics, Engineering, Science Achievement [MESA] program participant; Puente participant; homeless; veteran) within a student group (e.g., Black Umoja students) for any cohort year are not included in the report to protect the confidentiality of students in the system and to adhere to [Family Educational Rights and Privacy Act regulations](#).

## Analyses

In aggregating across colleges and cohort years, in most instances, we totaled the number of students belonging to a demographic group (e.g., Perkins economically disadvantaged) or who achieved an outcome (e.g., transfer within three years) for each comparison group (i.e., Black Umoja students, non-Black Umoja students, NP Black students) across colleges and cohorts, and divided by the total number of students in that comparison group. Because persistence ratio and first-year course success rate were provided as percentages at the college level for each cohort, we calculated averages across cohorts by adding the college persistence ratio or average course success rate for colleges’ cohorts and dividing by the total number of college cohorts ( $N=145$ ).

For all demographic and outcomes data, we conducted relative risk analyses to statistically assess the relative likelihood of two comparison groups being part of a demographic group or obtaining an outcome.<sup>51</sup>

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<sup>51</sup> MedCalc Software Ltd. Relative risk calculator. [https://www.medcalc.org/calc/relative\\_risk.php](https://www.medcalc.org/calc/relative_risk.php) (Version 22.032; accessed July 31, 2024).



## Surveys

### UMOJA STUDENT SURVEY

In collaboration with the Umoja Community Education Foundation (UCEF) and the California Community Colleges Chancellor's Office (Chancellor's Office), we drafted a student survey for Umoja participants enrolled in the 2023-24 academic year. Using Qualtrics, we administered the student survey, and UCEF asked program coordinators to assist with distribution. UCEF shared the link to the student survey and sample email language with program coordinators via email on April 3, 2024, and asked them to send the survey out to Umoja students. UCEF also sent three emails asking program coordinators to remind students to complete the survey, with sample reminder email language, before we closed the student survey on April 26, 2024. Only students enrolled in a California community college in fall 2023 and/or spring 2024 were eligible to complete the survey. Those who did not meet the eligibility criteria were taken to the end of the survey.

To ensure that only one survey was collected from each student while maintaining anonymity, we asked respondents to enter a unique identifier (four-digit birth year followed by the last four digits of their phone number). This number was used to identify and omit redundant responses. In instances of duplicates, the most complete survey was retained, or when both surveys were equally complete, the most recent. We received a total of 966 surveys and 750 were retained after cleaning.

To incentivize participation, students eligible to participate in the survey were invited to participate in a raffle. Eligibility for the raffle was not dependent on survey completion. Interested students could enter the raffle by sharing their contact information via a Google form linked at the end of the survey or by contacting the Education Insights Center (EdInsights) project research manager (for those who chose not to complete the survey; see [2024 Umoja Community Student Raffle Form](#)).

Students had more than an 8-in-1,000 chance of winning a prize. Fifty-six students were randomly selected to receive one of the following prizes: one winner received \$500 cash; five winners received \$100 cash; and fifty winners received a \$20 Amazon gift card each. Raffle prize winners had five days after they were contacted to acknowledge their prize and confirm their contact information. A minimum of three attempts were made to reach winners. For the \$20 gift cards, one selected winner did not respond to acknowledge their prize and confirm their contact information, and two selected winners responded to acknowledge their prize and confirm their contact information but neither confirmed that the gift card was received nor claimed it on Amazon. One recipient of a \$100 prize did not respond to acknowledge their prize and confirm their contact information. As a result, we randomly selected new winners for these four prizes. Those who received the \$500 or \$100 prizes had to complete a Form W-9 for tax reporting purposes, as prizes are considered

taxable income. At the time of report writing, not all currently selected winners for the \$100 prizes have received their prize.

## Umoja Student Survey Scales

In addition to demographic questions (see [Umoja Student Survey Evaluation Instrument](#)), the student surveys included questions to assess students' psychological outcomes related to student success. These were grouped into four scales (see Table A-2).

**Table A-2. Psychological Outcome Scales**

Outcome	Items	Temporal Reference	Cronbach's alpha	Mean (SD)*	N**
General self-concept (see <a href="#">Self-Concept</a> , questions 11 and 14.)	12 items on a 5-point Likert scale (1=Not at all true of me; 5=Extremely true of me)	"Before Umoja"	0.91	53.61 (22.43)	691
		"As a result of being in the Umoja program"	0.95	79.35 (20.37)	663
Self-concept for Black-identified students (see <a href="#">Self-Concept</a> , questions 12 and 15)***	9 items on a 5-point Likert scale (1=Not at all true of me; 5=Extremely true of me)	"Before Umoja"	0.95	58.08 (25.00)	578
		"As a result of being in the Umoja program"	0.95	80.20 (20.83)	555
Belonging within Umoja (see <a href="#">Self-Concept</a> , question 13)	4 items on a 5-point Likert scale (1=Not at all true of me; 5=Extremely true of me)		0.92	76.20 (24.34)	690
Academic self-efficacy (see <a href="#">Academic Confidence</a> )	17 items adapted from the College Academic Self-Efficacy Scale		0.93	70.95 (18.23)	725

Outcome	Items	Temporal Reference	Cronbach's alpha	Mean (SD)*	N**
	(CASES) <sup>52</sup> on a 5-point Likert scale (1=Not at all confident; 5=Extremely confident)				

Note. \*To create all six scales, values for the relevant items were converted from 1-5 to 0-100 and then averaged to form a scale score with a possible range of 0-100. \*\*Scale scores were only calculated for those who answered all items within the scale. \*\*\*Only asked of students who identified as Black or African American either solely or in combination with any other ethnicity or ancestry group.

Statistically significant group differences in scale scores were determined using mean difference tests in IBM SPSS Statistics (Version 28).

## Umoja Student Survey Evaluation Instrument

### Survey Introduction and Consent

We are inviting students who were or are currently enrolled in a California community college during fall 2023 and/or spring 2024 to participate in an assessment of the Umoja Community Program, including perceptions of your academic abilities, experiences with and impacts of being in the Umoja Community Program. The evaluation is being conducted by Education Insights Center (EdInsights) at Sacramento State University, in partnership with the Umoja Community Education Foundation, and is funded by the California Community Colleges Chancellor's Office. To participate, please complete this online survey, which will take about 15 minutes.

You can stop at any time and if you'd like your responses to be removed from the database, please send us an email. Risks associated with this study are not expected to be greater than those you experience in daily life. EdInsights intends to publish and present the combined results.

As a thank you, fifty-six (56) students will be randomly selected to receive a prize: one (1) winner will receive \$500 worth of gift card(s); five (5) winners will receive \$100 worth of

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<sup>52</sup> Developed by Owen, S.V. & Froman, R.D. (1988) <https://files.eric.ed.gov/fulltext/ED298158.pdf>; see <https://drive.google.com/file/d/119oHdUxYHFsrWsUJsGLEeLoLgxLK2WZe/view> for full item list and statistics on reliability and validity of the original scale. We attempted, but were unable, to locate an academic self-efficacy scale that had established validity and reliability among Black and African American students.

gift card(s); and fifty (50) winners will receive \$20 worth of gift card(s).<sup>53</sup> You have more than an 8 in 1,000 chance of winning a prize. To be entered into the prize drawing, please click the link at the end of this survey and complete the Google form questionnaire. You can participate in the drawing even if you do not complete or participate in the study by asking the research manager to include you (see below). Only students who were or are currently enrolled in a California community college during fall 2023 and/or spring 2024 are eligible to participate in the drawing. To keep all survey responses anonymous, the contact information you enter for the drawing will not be connected to your survey responses and will be deleted once winners are announced. The anonymous research data will be kept in a secure location. Data will be destroyed three years after the study ends. Your participation in the survey implies that you have read and understand this information. You may stop participating in the survey at any time without penalty.

If you have any questions about any of this or would like to be included in the drawing, please contact Breanna Alexander, Research Manager at Education Insights Center, at [email].

## Unique Respondent Identifier

1. To help us ensure that all survey responses are unique while maintaining survey takers' anonymity, we are asking you to enter your four-digit birth year followed by the last four digits of your phone number. For example, if you were born in 1992 and your phone number is 965-7067, you'd enter 19927067.
  - Four-Digit Birth Year and Last Four Digits of Your Phone Number *[type response]*

## Demographics

The following answers are intended for research purposes only. We intend to use the following questions to disaggregate answers to the survey based on students' backgrounds.

2. Were you or are you currently enrolled at a California community college during fall 2023 and/or spring 2024?
  - Yes, I was or am currently enrolled at a California community college during fall 2023 and/or spring 2024
  - No, I was or am currently enrolled at a community college OUTSIDE California during fall 2023 and/or spring 2024

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<sup>53</sup> While we had originally intended to provide gift cards for the \$500 and \$100 prizes as well, institutional policy did not allow this and these recipients were issued checks for the same amounts.

- No, I was or am enrolled at a 4-year university or college during fall 2023 and/or spring 2024
- No, I was not or am not enrolled in any college during fall 2023 and/or spring 2024

*Note on display logic: Only respondents who selected “Yes, I was or am currently enrolled at a California community college during fall 2023 and/or spring 2024” moved on to the remaining questions in this survey. All other respondents skipped directly to the end of the survey message.*

3. What year did you first enroll at any California community college?
  - Year *[type response]*
4. At which California community college do you primarily participate in the Umoja Community program?
  - *[dropdown of all California community colleges]*
5. Check all of the ethnicity and ancestry groups that you identify with.
  - Asian
  - American Indian or Alaska Native
  - Black or African American\*
  - Native Hawaiian or Other Pacific Islander
  - Middle Eastern or North African
  - White
  - Latinx/a/o<sup>54</sup>

\*Please select Black or African American if you identify with any of the following specific ancestry groups: African American; Ethiopian; Kenyan; Nigerian; Somali; South African; Other Sub-Saharan African; Belizean; Haitian; Jamaican; Other West Indian.

6. What is your age?
  - <18
  - 18-24
  - 25-34
  - 35-44
  - 45-54
  - 55-64
  - 65 and over

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<sup>54</sup> This response option was incorrectly missing on the initial distribution of the survey. This response option was added the week of 4/4/2024.

7. Did you receive financial aid for the 2023-24 academic year?
- Yes
  - No
  - I am unsure
8. How would you describe your gender identity?
- Man
  - Nonbinary
  - Woman
  - Prefer to self-describe [type response]
  - Prefer not to say
9. Do you identify as a member of the LGBTQIA2S+ community?
- Yes, I identify as: *[type response]*
  - No
  - Prefer not to say

### Academic Confidence

10. Reflecting on your current semester, how confident are you in your ability to: *[1-Not at all, 2-Slightly, 3-Moderately, 4-Quite, 5-Extremely]*<sup>55</sup>
- Take notes during a lecture
  - Participate in a class discussion
  - Take multiple-choice tests
  - Take essay tests
  - Write a research paper
  - Explain a concept to another student
  - Ask a professor in class to review a concept you don't understand
  - Earn good grades in most courses
  - Study to understand the content
  - Attend class regularly
  - Engage with difficult content
  - Seek out support when you do not understand content presented in the course
  - Master most content in a math course

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<sup>55</sup> We analyzed and reported the responses to question 10 as a scale of academic self-efficacy.

- Use a professor's office hours
- Relate course content to material in other courses
- Challenge ideas presented in the course
- Use library resources

## Self-Concept

11. Please indicate the extent to which the following statements were true of you, **before participating** in the Umoja Community program: *[1-Not at all true of me, 2-Slightly true of me, 3-Moderately true of me, 4-Quite true of me, 5-Extremely true of me]*

- Before Umoja, I had a strong sense of commitment toward others
- Before Umoja, I had a strong sense of my cultural identity
- Before Umoja, I understood my purpose in life (i.e., what motivates me and gives my life meaning)
- Before Umoja, I participated in activities within the campus community
- Before Umoja, I valued the diversity on campus
- Before Umoja, I was confident in my ability to make a positive difference in the lives of others
- Before Umoja, I had the skills to challenge social and institutional injustices
- Before Umoja, I felt valued at my college
- Before Umoja, I knew about the life experiences, history, values, and traditions of people of African ancestry
- Before Umoja, I desired to work with others to bring about social change (i.e., civic engagement)
- Before Umoja, I knew I deserve a high-quality education
- Before Umoja, I felt loved and cared for by college faculty and staff in general

*Note on display logic: Respondents only received question 12 if they selected "Black or African American" as either the only ethnicity or ancestry group they identify with or in combination with any other ethnicity or ancestry group they identify with.*

12. Please indicate the extent to which the following statements were true of you, **before participating** in the Umoja Community program. *[1-Not at all true of me, 2-Slightly true of me, 3-Moderately true of me, 4-Quite true of me, 5-Extremely true of me]*

- Before Umoja, I was confident in my academic abilities as a person of African ancestry
- Before Umoja, I felt connected to other people of African descent locally
- Before Umoja, I felt connected to other people of African descent globally
- Before Umoja, I was comfortable expressing aspects of my authentic self as a person of African ancestry
- Before Umoja, I was proud of what members of the African American community/African Diaspora have achieved
- Before Umoja, I was comfortable sharing my Black culture, history, and traditions with others
- Before Umoja, I was committed to academic excellence
- Before Umoja, I was committed to the liberation of people of African descent
- Before Umoja, I was comfortable adding my voice to the collective voices and stories of the African Diaspora

13. Please indicate the extent to which the following statements were true of you. *[1-Not at all true of me, 2-Slightly true of me, 3-Moderately true of me, 4-Quite true of me, 5-Extremely true of me]*

- **In the Umoja Community I have felt:**
  - i. A sense of **belonging** on campus with **the Umoja Community faculty and staff** who work at my college
  - ii. A sense of **belonging** on campus with **fellow Umoja Community students** who attend the same college
  - iii. A sense of **belonging within the larger Umoja Community**
  - iv. Affirmed in terms of my personal identity



14. Please indicate the extent to which the following statements were true of you. [1-Not at all true of me, 2-Slightly true of me, 3-Moderately true of me, 4-Quite true of me, 5-Extremely true of me]

○ **As a result of being in the Umoja program:**

- i. Today, I have a strong sense of commitment towards others
- ii. Today, I have a strong sense of my cultural identity
- iii. Today, I understand my purpose in life (i.e., what motivates me and gives my life meaning)
- iv. Today, I am able to participate in activities within the campus community
- v. Today, I value the diversity on campus
- vi. Today, I am confident in my ability to make a positive difference in the lives of others
- vii. Today, I have the skills to challenge social and institutional injustices
- viii. Today, I feel valued at my college
- ix. Today, I know about the life experiences, history, values, and traditions of people of African ancestry
- x. Today, I desire to work with others to bring about social change (i.e., civic engagement)
- xi. Today, I deserve a high-quality education
- xii. Today, I feel loved and cared for by college faculty and staff in general
- xiii. Today, I have grown spiritually
- xiv. Today, I have grown intellectually

*Note on display logic: Respondents only received question 15 if they selected “Black or African American” as either the only ethnicity or ancestry group they identify with or in combination with any other ethnicity or ancestry group they identify with.*

15. Please indicate the extent to which of the following statements were true of you.  
*[1-Not at all true of me, 2-Slightly true of me, 3-Moderately true of me, 4-Quite true of me, 5-Extremely true of me]*

- **As a result of being in the Umoja program:**
  - i. Today, I am confident in my academic abilities as a person of African ancestry
  - ii. Today, I feel connected to other people of African descent locally
  - iii. Today, I feel connected to other people of African descent globally
  - iv. Today, I am comfortable expressing aspects of my authentic self as a person of African Ancestry
  - v. Today, I am proud of what members of the African American community/African Diaspora have achieved
  - vi. Today, I am comfortable sharing my Black culture, history, and traditions with others
  - vii. Today, I am committed to academic excellence
  - viii. Today, I am committed to the liberation of people of African descent
  - ix. Today, I am comfortable adding my voice and my story to the collective voices and stories of the African Diaspora

*Note on display logic: Only respondents who selected "Yes, I was or am currently enrolled at a California community college during fall 2023 and/or spring 2024" were eligible to participate in the raffle. These respondents received question 16 which prompts them to select the link to participate in the raffle.*

End of Survey

16. If you're interested in being included in the drawing, please click on the following link or copy and paste the URL into your browser:

<https://forms.gle/oQZH1ZCGsMuRxn188>

Thank you for completing the survey.

Best,

Breaunna (Bree) Alexander, MPP

Research Manager

*Note on display logic: Only respondents who did not select “Yes, I was or am currently enrolled at a California community college during fall 2023 and/or spring 2024” were directed to the end of the survey.*

Thank you for your participation.

This survey is intended for students who are currently enrolled in a California community college at any point during the fall 2023-spring 2024 academic year. You have been directed to the end of this survey and are ineligible to enter the drawing because you indicated not being enrolled at a California community college at any point during this timeframe.

End of Survey

## **2024 Umoja Community Student Raffle Form**

As a thank you, we will enter you into a drawing to win one of fifty-six (56) prizes. One (1) winner will receive \$500 worth of gift card(s); five (5) winners will receive \$100 worth of gift card(s);<sup>56</sup> and fifty (50) winners will receive \$20 worth of gift card(s). You have more than an 8 in 1,000 chance of winning a prize.

We will be randomly selecting winners after the survey closes on April 26. If you’ve been selected, you will receive an email from Joanlyn Ocampo, Interim Finance and Operations Manager at Education Insights Center, notifying you. You will have 5 business days to respond to that email confirming receipt of the winning notification. After confirming receipt, the raffle prize will be sent to you, and you will be asked to confirm receipt of the raffle prize within 5 business days. We will make every effort to reach you.

To be entered into the raffle, please provide the following information:

1. Your name:
2. Your preferred email:
3. Your preferred mailing address:
4. Best contact number:
5. Best times to reach you:

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<sup>56</sup> While we had originally intended to provide gift cards for the \$500 and \$100 prizes as well, institutional policy did not allow this and these recipients were issued checks for the same amounts.

6. Were you or are you enrolled at a California community college during fall 2023 and/or spring 2024?
  - a. Yes, I was or am enrolled in a California community college during fall 2023 and/or spring 2024
  - b. No, I was not or am not enrolled in a California community college during fall 2023 and/or spring 2024

## CORE TEAM SURVEY

In collaboration with UCEF and the Chancellor's Office, we also created a core team survey for college programs to complete. We administered the core team survey using Qualtrics. We asked UCEF to share the survey link with program coordinators via email on April 2, 2024, with instructions for the core teams to fill out a single survey as a collective core team. We asked UCEF to send all program coordinators three reminders before we closed the survey on April 26, 2024. In addition, we asked UCEF to send targeted reminders to coordinators from colleges with substantial responses on the student survey (i.e., at least 2% of total student respondents were from that college) to encourage them to complete the core team survey by an extended deadline of May 3, 2024. Only one survey per Umoja college program was included in analyses. For colleges that submitted more than one survey, we selected the most complete survey. If the surveys were equally complete, then we selected the most recently submitted survey. We received a total of 93 surveys and 44 were retained after cleaning.

## Quantitative Analyses

In preparing the core team survey data for analyses, we conducted additional cleaning. Staffing questions that asked about the number of full-time equivalents (FTEs) were excluded from analyses as responses were so divergent from one another that it was clear that respondents had interpreted the question in multiple different ways. We also omitted extreme outliers (i.e., those responses that were more than three standard deviations from the mean) from analyses where they appeared.<sup>57</sup>

To analyze for associations between college-level average student psychological outcomes and program elements/practices, we first calculated the college-level average for those psychological outcomes that differed by college in the student survey data (i.e., change in self-concept for Black-identified students and belonging within Umoja) by averaging these variables across all students at the college who had answered each item in a given scale. We combined these college-level average outcomes with the core team

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<sup>57</sup> There was a single extreme outlier in each of the following variables: number of program coordinators who attended the 2024 Winter Coordinators' Retreat and number of faculty who attended the 2023 Summer Learning Institute.

survey responses. We included only colleges that had at least 10 complete student scales (i.e., 10 students who had responded to all items in a scale) in analyses of that particular outcome so that the average was an accurate and valid representation of the colleges' students. This inclusion decision resulted in a maximum of 20 colleges being included in analyses of college-level average change in self-concept for Black-identified students and 22 colleges being included in analysis of college-level average belonging within Umoja.

Using the college-level averages, we ran correlations to identify associations between college-level outcome variables and program element/practice variables. For those with significant correlations, we conducted follow-up regression analyses in instances in which statistical power was sufficient.

## Umoja Program Coordinator Evaluation Instrument

### Introduction and Consent

As part of the Umoja Community Education Foundation's efforts to learn about the impacts of the Umoja Community programs on student success, you are invited to participate in an assessment of the Umoja Community Program, including perceptions of and experiences with the Umoja Community Program. The evaluation is being conducted by Education Insights Center (EdInsights) at Sacramento State University, in partnership with the Umoja Community Education Foundation, and is funded by the California Community Colleges Chancellor's Office. Please connect with the other core team members to complete this survey together and submit ONE survey for your college's Umoja Community program. Answering these questions may require that you consult program documentation and records. Please answer each item to the best of your ability. Completing this survey should take approximately 15 minutes.

Risks associated with this study are not expected to be greater than those you experience in daily life. EdInsights plans to combine survey responses across colleges and intends to publish and present the combined results. Your participation implies that you have read and understand this information. You may stop at any time without penalty.

If you have any questions about the research or would like your responses to be removed from the database, please contact Breanna Alexander, Research Manager at EdInsights, at [email].

### College Details and Program Capacity

To answer the following questions, please reflect on the current academic year (fall 2023-spring 2024), for the college where you are involved in the Umoja Community program.

1. At which community college are you involved in the Umoja Community Program?
  - a. *[dropdown of all California community colleges]*

2. How many Umoja dedicated courses\* that are transferable or degree-applicable did your college offer?
  - a. Enter a number 0 or above *[type response]*
    - i. \*An Umoja dedicated course is one where all students participating in the course are Umoja students and the course is taught by an Umoja SLI-trained faculty member
3. How many Umoja supported courses\*\* that are transferable or degree-applicable did your college offer?
  - a. Enter a number 0 or above *[type response]*
    - i. \*\*An Umoja supported course is a course that allocates seats to serve Umoja students, but non-Umoja students are allowed to enroll. The course can be taught with or without an SLI trained faculty member, but is taught in a way that aligns with the Umoja framework
4. How many dedicated Umoja counselors does your program have?
  - a. Number of FTEs *[type response]*
  - b. Number of counselors *[type response]*
5. How many dedicated Umoja program coordinators does your program have?
  - a. Number of FTEs *[type response]*
  - b. Number of coordinators *[type response]*
6. Not including your Umoja coordinator(s) and program counselor(s), how many Umoja instructional faculty teach in your program?
  - a. Number of FTEs *[type response]*
  - b. Number of faculty *[type response]*
7. How many Umoja classified professionals does your program have (number of FTEs)?
  - a. Number of FTEs *[type response]*
  - b. Number of classified professionals *[type response]*

## **Program Event Attendance and Plans**

To answer the following questions, please reflect on the current academic year (fall 2023-spring 2024), for the college where you are involved in the Umoja Community program.

8. How many core team members attended the following (enter a number 0 or above)?
  - a. Number of program coordinators that attended the Winter Coordinators' Retreat in January 2024 *[type response]*

- b. Number of program staff (not including faculty) that attend the Summer Learning Institute in June 2023 *[type response]*
  - c. Number of faculty that attended the Summer Learning Institute in June 2023 *[type response]*
- 9. How many student leadership and/or student development events did your Umoja students attend (enter a number 0 or above)?
  - a. Number of student leadership and/or student development events offered by UCEF (e.g., Umoja Student Leadership Summit, Umoja conference) *[type response]*
  - b. Number of student leadership and/or student development statewide events not offered by UCEF *[type response]*
- 10. By the end of spring 2024, how many program events and activities geared towards connecting Umoja students to your college campus will your program have hosted (enter a number 0 or above)?
  - a. Number of program events or activities *[type response]*
- 11. Did your program host a student orientation/welcoming ritual/rite of passage or other event at the beginning of this academic year (summer/fall 2023)?
  - a. Yes
  - b. No
- 12. Is your program planning to host a year-end event (May/June 2024)?
  - a. Yes
  - b. No

## Satisfaction with program support and services for students

We understand that for programs to support students in accessing services (e.g., tutoring, basic needs), they need institutional support and/or resources. We will ask two questions about supporting students in accessing services. First, we will ask you about your satisfaction with the support your program was able to offer students during the current academic year, then we will ask what your program needs to continue or expand offering these supports in future years.

13. Reflecting on the current academic year (summer 2023-spring 2024), how satisfied were you with how your program supported students in navigating the following college processes: *[1-Very dissatisfied, 2-Dissatisfied, 3-Satisfied, 4-Very satisfied]*
- a. Matriculation (e.g., process of applying and getting accepted by a college)
  - b. Enrollment (e.g., steps taken after being accepted into a college such as attending orientation, registering for courses visiting counseling department, creating educational plan)
  - c. Financial aid

*Note on display logic: Respondents only received question 14 if they indicated being either “Dissatisfied” or “Very dissatisfied” with how their program supported students in navigating any of the college processes listed in question 13.*

14. Please describe what would improve your satisfaction with how your program supports students in navigating college processes.
- a. *[Type response]*
15. What does your program need to continue and/or expand offering the above supports?
- a. *[Type response]*

We understand that for programs to support students in accessing services (e.g., tutoring, basic needs), they need institutional support and/or resources. We will ask two questions about supporting students in accessing services. First, we will ask you about your satisfaction with the support your program was able to offer students during the current academic year, then we will ask what your program needs to continue or expand offering these supports in future years.



16. How satisfied were you with how your program supported students in accessing the following services: *[1-Very dissatisfied, 2-Dissatisfied, 3-Satisfied, 4-Very satisfied]*

- a. Peer-to-peer support
- b. Tutoring services
- c. Mentoring
- d. Basic needs
- e. Academic counseling and/or advising services
- f. Mental health services

*Note on display logic: Respondents only received question 17 if they indicated being either “Dissatisfied” or “Very dissatisfied” with how their program supported students in accessing any of the services listed in question 16.*

17. Please describe what would improve your satisfaction with how your program supports students in accessing services

- a. *[Type response]*

18. What does your program need to continue and/or expand offering the above supports?

- a. *[Type response]*

## Practices

“Early in the development of the Umoja Community, a group of faculty created a collection of pedagogical communication, and cultural practices that represent a shared wisdom in language that resonated with the African American community. The Umoja Practices® weave together into a multi-colored fabric of community and connection. That fabric stretches to include students’ and educators’ lives at college campuses and beyond. These practices are the foundation of the Affiliated College programs at California community colleges.”

This language comes directly from the [Umoja Community website](#).

19. Please indicate the extent to which it is easy for your program to apply the following Umoja practices. *[1- Not at all easy, 2-Somewhat easy, 3-Moderately easy, 4-Quite easy, 5-Extremely easy].*

- a. Raising Intentional & Deliberate
- b. Ethic of Love
- c. Manifesting
- d. Umoja Counseling
- e. The Porch
- f. Live Learning
- g. Language as Power
- h. Tapping African American Intellectual, Spiritual, and Artistic Voices
- i. Awareness of Connectedness to African Diaspora
- j. Community-Building Communal Intelligence
- k. Acceleration – English, Math, ESL, and Counseling
- l. Occupy Study Spaces on Campus
- m. Mentoring
- n. Mattering
- o. Umoja as a power base
- p. Encircling diversity
- q. Gifting
- r. Everybody's business

*Note on display logic: Respondents only received question 20 if they indicated a practice as being “not at all easy” to apply in question 19.*

20. What supports and/or resources could make applying these practices in your program easier?

- a. *[Type response]*

21. What, if any, other strategies and/or practices that your program uses do you find most effectively support Umoja students?

- a. *[Type response]*

22. What does your program need to be able to better support student success?

- a. *[Type response]*

## Data use and programming

23. Which of the following did you use to inform programming for the fall 2023-spring 2024 academic year? Please select all that apply.

- a. Data collected by Umoja program
- b. Data from institutional effectiveness or institutional research office(s)
- c. Strategic plan for your program
- d. Other *[type response]*

24. What do you or your program need to be able to access and use data or strategic plans to inform programming in the future?

- a. *[Type response]*

25. Did your program partner with any of the following programs during the current academic year (fall 2023-spring 2024). *[1-Yes or 0-No]*.

- a. EOPS
- b. DSPS
- c. Next Up
- d. Rising Scholars
- e. Puente
- f. Dual Enrollment
- g. Veterans Centers
- h. Foster Youth
- i. A<sup>2</sup>MEND
- j. Other campus programs

*Note on display logic: Respondents only received question 26 if they selected “yes” to partnering with other campus programs in question 25.*

26. How many other campus programs did you partner with during the academic year (fall 2023-spring 2024)?

- a. Number of other campus programs *[type response]*

*Note on display logic: Respondents only received question 27 if they selected “yes” to partnering with any of the listed programs or partnering with other campus programs not listed in question 25.*

27. Can you please describe how you partnered with any of the following above program(s)?

- a. *[Type response]*

## Village space

28. Did your program provide a dedicated space for Umoja students (i.e., village space)?

- a. Yes, the space is only for Umoja students
- b. Yes, the space is shared with other support programs
- c. No

*Note on display logic: Respondents only received question 29 if they selected either “Yes, the space is only for Umoja students” or “Yes, the space is shared with other support programs” in response to question 28.*

29. Considering the approximate size and location of this dedicated space on campus, how effective do you think the space is at serving students’ needs? *[1-Not at all effective, 2-Somewhat effective, 3-Moderately effective, 4-Quite effective, 5-Extremely effective]*

*Note on display logic: Respondents only received question 30 if they selected either “Not at all effective” or “Somewhat effective” in response to question 29.*

30. What does your program need to improve the effectiveness of the Village Space in meeting students’ needs?

- a. *[Type response]*

*Note on display logic: Respondents only received question 31 if they selected “No” in response to question 28.*

31. What would enable your program to provide a dedicated space for Umoja students?

- a. *[Type response]*

End of Survey

Please click next to submit your responses.

## Appendix B: Artifacts

We include artifacts that we referenced to inform the design of this evaluation and the recommendations presented within the report in this appendix. We used the Umoja Community Theoretical Framework to understand the interconnectedness of the 18 Umoja Practices<sup>®</sup> and the theoretical association between the Umoja program and the psychological elements of self- concept, sense of belonging, and academic self-efficacy.

Additionally, we include three sections from the 2023 Memorandum of Understanding (MOU) between the Umoja Community Education Foundation (UCEF) and affiliated colleges. These sections of the MOU between UCEF and affiliated colleges were either referenced to inform the design of evaluation instruments (i.e., surveys) or to provide additional context for the recommendations presented in this report: [Exhibit A: Minimum core requirements for Umoja affiliated colleges](#), [Exhibit C: UCEF professional development and trainings](#), and [Exhibit F: Recommended workload assignment for Umoja coordinators and counselors](#).

### UMOJA COMMUNITY THEORETICAL FRAMEWORK<sup>58</sup>

The 18 Umoja Practices®		
Raising Intentional and Deliberate	Language as Power	Occupy Study Spaces on Campus
Everybody’s Business	Tapping African American Intellect, Spiritual, and Artistic Voices	
Manifesting		Ethic of Love
Umoja Counseling		Mentoring
The Porch	Awareness and Connectedness to the African Diaspora	Mattering
Live Learning		Encircling Diversity
Community Building	Acceleration	Gifting
Umoja as a Power Base		

Umoja’s theory of change is centered on the belief that *when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges, and a foundation is formed for academic success*. This theory of change is actualized through the 18 Umoja Practices<sup>®</sup>.

<sup>58</sup> Language taken directly from Umoja Community Theoretical Framework provided by UCEF, with minor copyedits.

The theoretical underpinnings of the 18 Umoja Practices® revolve around the core principles of cultural relevance, community engagement, and empowerment, leading to educational progression. Each practice is not an isolated strategy but part of a holistic approach to education that is culturally attuned and deeply responsive to the needs of African American students.

The Practices® emphasize being **Intentional and Deliberate** in educational design, ensuring that all aspects of the learning experience are purposeful and aligned with students' cultural contexts and aspirations.<sup>59,60</sup> This intentionality is coupled with an **Ethic of Love**, where all interactions are rooted in care, respect, and genuine concern for student well-being.<sup>61</sup>

**Manifesting** within and beyond the classroom encourages students to apply their learning in broader contexts, thus strengthening communal ties and reinforcing the relevance of their academic pursuits.<sup>62</sup> **Umoja Counseling** and **The Porch** serve as foundational support structures, offering spaces for guidance, reflection, and open dialogue, which are crucial for nurturing a sense of belonging and community.<sup>63,64</sup>

**Live Learning** and integrating linguistic diversity through the principle of **Language as Power** reflect a dynamic approach to education that values students' voices and cultural expressions.<sup>65,66</sup> This is further enriched by curricular content that taps into **African American Intellectual and Cultural Heritage**, fostering a profound connection with their

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<sup>59</sup> Perry and Givens have stressed the transformative power of intentionally providing critical pedagogical resources, highlighting the essential role of deliberate educational strategies that empower both educators and students by reconnecting them with their rich historical and intellectual heritage (Huges, 2022).

<sup>60</sup> Croft et al. (2018) emphasize the pedagogy of intentionality, elucidating how deliberate, purpose-driven educational strategies are crucial for fostering a just and equitable learning environment for African American students.

<sup>61</sup> In the realm of creating supportive educational environments, Love articulates a vision where empathy, respect, and an ethic of love are central. His approach supports the "Ethic of Love" in Umoja Practices, advocating for educational systems that see, value, and support Black students, thus fostering an atmosphere where students can thrive (Ray, 2017).

<sup>62</sup> The importance of "Manifesting in Community" is further underscored through research advocating for school-family-community partnerships based on mutual trust and respect, as described by education researchers. These partnerships are crucial for enhancing educational outcomes and demonstrating the value of community engagement in educational practices ([Education Northwest](#), 2021).

<sup>63</sup> Supportive roles, such as those facilitated by professional school counselors, are crucial in advocating for and fostering African American students' academic development, as Washington discussed. This support is at the heart of "Umoja Counseling," where targeted aid can significantly impact student academic and personal growth (Bandy, T., & Moore, K. A., 2011).

<sup>64</sup> The necessity for spaces that promote genuine dialogue and understanding, akin to "The Porch" in Umoja Practices, aligns with the advocacy for educational environments that respect and amplify Black voices and narratives. This is essential for creating a more inclusive and engaging educational process where students feel respected and heard ([Education Northwest](#), 2021).

<sup>65</sup> The dynamic nature of "Live Learning" is advocated by Steele, Lu, and Winstead (2021), who emphasize the need for adaptable and culturally attuned pedagogies that respond to the evolving needs of Black students, reflecting the practice's emphasis on flexibility and relevance in learning environments (Steele et al., 2021).

<sup>66</sup> "Language as Power" finds backing in the discussions on curriculum violence by Ighodaro and Wiggan, who argue for the inclusion of diverse linguistic backgrounds in curricula as a countermeasure to educational harm, thereby empowering students through the acknowledgment of their cultural and linguistic assets (Jones, 2020).

historical and cultural roots and increasing their **Connection to and Awareness of the African Diaspora**.<sup>67</sup>

The framework promotes **Community Building** through collaborative learning environments, such as through **Occupying Study Spaces**, and supports rapid academic progression through culturally centered **Acceleration**.<sup>68</sup> It recognizes the importance of **Mentoring** and ensuring that students see their value and potential embodied in the practice of **Mattering**.<sup>69</sup>

**Umoja as a Power Base** and **Encircling Diversity** highlights the strength found in collective action and the richness of diverse perspectives, encouraging students to leverage their communal networks for empowerment and advocacy.<sup>70</sup> **The Gifting of Knowledge** extends learning beyond the individual to impact the broader community, emphasizing the reciprocal nature of knowledge and learning.<sup>71</sup>

Integrating Umoja Practices® ensures these principles are understood and effectively implemented to create a cohesive and supportive learning environment that transforms educational experiences and outcomes for African American and African Diasporic students.

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<sup>67</sup> The integration of “African American Intellectual and Cultural Heritage” in educational curricula, as discussed by Ighodaro and Wiggan, emphasizes the critical role of this heritage in enhancing students’ understanding of their history and its relevance to their current educational experiences (Jones, 2020).

<sup>68</sup> “Community-Building” is aligned with Croft et al.’s (2018) focus on creating cohesive educational communities that support social justice and equity, essential for developing a supportive network among students, faculty, and staff.

<sup>69</sup> Research underscores the crucial role of mentoring in supporting the transition and success of African American students in higher education. For instance, studies have shown that mentoring can significantly improve African American students’ academic performance and social integration, fostering personal and academic growth (Brittain, Sy, & Stokes, 2009; Freeman, 1999). These relationships often provide emotional, social, and academic support that is pivotal in enhancing student outcomes and reinforcing the students’ sense of mattering within the educational community (Boker K, & Brevard, 2017, E., Jarjoura, 2013).

<sup>70</sup> The inclusion and celebration of diverse identities within educational settings are critical for fostering an inclusive atmosphere where all students can thrive. Research has shown that diversity in academic environments, including the representation of various racial and cultural backgrounds, enriches the learning experience for all students and encourages a deeper understanding and respect for different perspectives (Strayhorn & Terrell, 2007). This is particularly important for African American students, who may feel more included and supported in environments that acknowledge and celebrate diversity.

<sup>71</sup> The “Gifting of Knowledge” principle is supported by sociocultural theories emphasizing the role of cultural compatibility in education. This approach aligns with the traditions in African American communities where education extends beyond formal settings to include culturally relevant knowledge. Such compatibility bridges the gap between home cultures and educational environments, enriches communal growth, and sustains cultural heritage (Whaley & Noël, 2012). This method fosters an educational practice where knowledge is shared with the community, enhancing individual and collective identity and empowerment.

## MEMORANDUM OF UNDERSTANDING<sup>72</sup>

### Exhibit A: UCEF Minimum Core Requirements for Umoja Affiliated Colleges

The following minimum requirements have been set by UCEF for colleges seeking to maintain or establish an Umoja program or affiliate an existing program designed to increase student success and retention of African ancestry and other students.

At the discretion and review of the UCEF executive director or designee, programs that fail to satisfy the minimum requirements listed below will be subject to a loss of funding and removal as an Umoja affiliated program.

Colleges wishing to affiliate a program with UCEF and/or maintain its status as an affiliate program must minimally meet the requirements below.

#### Umoja Coordination and Core Team

- Maintain an Umoja program coordinator who is allotted sufficient time to plan and administer Umoja program activities and oversee program planning, budget, and reporting based on the recommendations outlined in [Exhibit F](#) of the MOU.
- Maintain a program counselor to provide counseling services to program participants. The counselor must be allotted dedicated Umoja counseling hours based upon the recommendations outlined in [Exhibit F](#) of the MOU.
- Establish a core team to ensure program sustainability. In addition to the Umoja program coordinator and program counselor, it is recommended that other core team members include, at minimum, one instructional faculty member, and one full-time dedicated classified staff position to assist in meeting program goals.

#### Village Space

- Maintain a dedicated space for Umoja students which can be a shared space with other support programs. The size and location of the Village space should be adequate to meet student needs identified by the program coordinator and based on program data. The Umoja Village space is intended to be a sacred and safe space on campus that directly serves Umoja students.

#### Academic/Umoja Dedicated or Supported Courses

- Provide, at minimum, two Umoja dedicated courses or Umoja supported classes over the course of the academic year. The courses offered must be transferable or

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<sup>72</sup> Language taken directly from an example MOU between UCEF and an affiliated college, with minor copy edits.



degree applicable. An Umoja dedicated course is one in which the course is reserved or designated for Umoja students, and the faculty member has attended the Summer Learning Institute (SLI) and receives ongoing training and support from the program coordinator and other Umoja faculty/staff to ensure positive student outcomes. An Umoja supported course is one in which some seats are reserved for a small cohort of Umoja program participants. Umoja dedicated courses should strive to be 100% Umoja students.

### **Umoja Program Reporting and Data Requirements**

- Request necessary reports from campus Institutional Effectiveness or Institutional Research which provide relevant data to achieve program goals and to also meet UCEF Programmatic Reporting Requirements.
- Submit an annual program Strategic Plan outlining objectives, key tasks, and data collection measures that demonstrate alignment with the five UCEF core programming requirements: Umoja coordination/core team, Umoja Village space, academic/Umoja dedicated or supported courses, data reporting, and Umoja student-focused programming.
- Submit an End of Year (EOY) report which shall include data collection and an overview of the state of the Umoja program on the campus. Plus, provide a summary of objectives executed within the Strategic Plan.
- Participate in an assessment process, which includes the collection of quantitative and qualitative data. In alignment with the California Community Colleges Chancellor's Office Management Information Systems (COMIS) data reporting requirements, the college must submit data to the COMIS Special Populations database (SG08) within 30 days of the end of each academic term. The College will ensure that each Umoja student as described in Exhibit E<sup>73</sup> is entered in the COMIS Special Populations Database and confirm that the data are accurate via Datamart. Additional data to be collected shall include but is not limited to an aggregate count of Umoja and non-Umoja student program participation in courses and Umoja events, statistics regarding the College's ethnic breakdown, Umoja cohort course completion rates, retention/persistence rates, graduation rates, and transfer rates. Umoja programs will also collect and report on any results from interviews, completed questionnaires, and/or other assessments related to participation in Umoja programming at the College. In no case will data be collected and shared which identifies individual students without a release form signed by the student.

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<sup>73</sup> Exhibit E from the 2023 MOU between UCEF and affiliated colleges is not included in this report.

## **Umoja Student-Focused Programming**

- Provide a student orientation/welcoming ritual/rite of passage or other event at the onset of the program each academic year and at year-end. Umoja Regional Coordination support can aid with guidelines for the above-mentioned events.
- Provide at minimum, events and activities that meet the following goals: transfer readiness, career preparedness, and cultural enrichment/exploration connected to the African Diaspora.
- Engage Umoja students in understanding and applying the Umoja Practices® within the student development process. Umoja Practices® should be incorporated into programming, curriculum, and events. This shall be evident and demonstrated during statewide site observations. The Umoja Practices® are a trademark of UCEF.

## **Professional and Student Development Training**

- Upon the Colleges' initial affiliation with UCEF, core team members (i.e., coordinator, counselor, instructors, staff) must attend the SLI. The SLI is the primary means by which Umoja program staff as well as college administrators overseeing Umoja programs are introduced to and grounded in Umoja pedagogy and practices and become attuned to the personal commitment required as well as the profound impact that Umoja programming makes in the individual lives of Umoja students. After initial SLI training, it is strongly advised that core team members regularly attend SLI each year for continued professional development and support to maintain an Umoja program that is relevant and responsive to the needs of Umoja students. Changes in College core team members must be reported to the assigned Umoja Regional Coordinator. New core team members will be required to attend the next scheduled SLI.
- Attend the annual Winter Coordinators' Retreat. The Winter Coordinators' Retreat provides Umoja coordinators with the opportunity to learn best practices as well as receive hands-on assistance with any program challenges or issues. If the primary Umoja coordinator is unavailable to attend, a designee must attend on behalf of the affiliate program.
- Attend regional meetings scheduled by the Regional Coordinator. If the primary Umoja coordinator is unavailable to attend, another member of the core team must attend on behalf of the affiliate program.
- Send Umoja program participants to one or more student leadership and student development events offered by UCEF. These events include but are not limited to the Umoja Conference, Regional Symposia, and Student Leadership Summit (SLS). Umoja student leadership and student development events provide Umoja students the opportunity to network with Umoja program participants in other

areas and are designed to validate cultural identity and enhance student efficacy needed to develop as student leaders.

## Exhibit C: UCEF Professional Development and Trainings

Professional development offered through UCEF is a fundamental component of the Umoja program. The following information is provided for program planning purposes and includes estimated payment deadlines<sup>74</sup> for UCEF professional development activities. Umoja programs are required to cover their own travel and registration costs unless otherwise indicated.

- **Summer Learning Institute (SLI)** (5 days generally in June)
  - Attendees: Faculty/Staff (Required training for core program staff upon initial affiliation with UCEF)
- **Umoja Conference** (2–3 days generally in November)
  - Attendees: Students, Faculty/Staff
- **Umoja Coordinators' Winter Retreat** (2 days in January)
  - Attendees: Primary Umoja Coordinator or Designee
- **Umoja Regional Symposia** (1 day each in Northern and Southern California in March and/or April)
  - Attendees: Students, Faculty/Staff

## Exhibit F: Recommended Workload Assignment for Umoja Coordinators and Counselors

### Umoja Coordination

UCEF advises that Umoja program coordinators are provided sufficient time to coordinate the Umoja program. The typical duties of an Umoja program coordinator include but are not limited to the following:

### Overall Program Planning

- Ongoing communication and collaboration with UCEF regarding professional and student development events and reporting requirements.
- Participation in regular regional meetings and networking with faculty and staff in other affiliated programs.

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<sup>74</sup> Details regarding payment deadlines removed for relevancy.

- Arranging and overseeing required onsite visits conducted by the Umoja Regional Coordinator.
- Attending Umoja-sponsored professional and student development events.
- Communicating with instructional Deans regarding Umoja dedicated and Umoja supported courses.
- Communicating/consulting with program instructional faculty regarding the infusion of culturally relevant curriculum and Umoja Practices® in their courses.
- Communicating with program participants to announce important events or program news via email, social media, classroom announcements, etc.
- Scheduling and coordinating events, field trips, workshops, etc.
- Scheduling, chairing, attending, and setting the agenda for Umoja core team meetings.
- Identify program tutors/peer mentors and assist with the hiring process and facilitating appropriate training.

### **Recruitment**

- Creating program fliers, posters, etc., and advertising the program to the college community and area high schools to recruit new students.
- Onboarding and enrolling new students.
- Recruiting new faculty for Umoja dedicated and Umoja supported courses and providing orientation.

### **Monitoring Student Progress**

- Communicating with instructional faculty regarding student progress, attendance, etc.
- Conduct student follow-up by phone, email, or text messaging to assess progress and issues and make referrals as needed.
- Tracking and recording utilization of program counseling services each semester.

### **Tracking/Reporting**

- Prepare a student roster each term which provides each program participant's name, student ID number, email address, and contact telephone number.
- Request institutional data on program participants for reporting and planning purposes.
- Submit a program strategic plan to UCEF by the requested timeline.
- Adhere to California Community Colleges Chancellor's Office (Chancellor's Office)

planning and reporting requirements such as Nova.

- Prepare an EOY report and submit it to UCEF by the requested timeline.
- Identify program participants in the COMIS Special Populations database within 30 days of the end of each term.

### **Budget**

- Submit a budget plan and requests for funds to UCEF, College, or other funding sources as needed or requested.
- Maintain and track program budget and expenditures.
- Submit requisitions for program expenditures (i.e., supplies, book vouchers, food and travel, etc. [sic]).

### **Umoja Coordination**

Given the varied duties required to effectively coordinate and administer an Umoja program, UCEF advises and supports the best practice of having Umoja coordinators with a 1.0 assignment dedicated to the Umoja program. The coordination of an Umoja program may be performed by an administrator, faculty member, or classified staff person or by any combination of people serving in these roles needed to meet the 1.0 assignment. Umoja program coordinators and co-coordinators play a vital role in the successful execution of an Umoja program and its outcomes. A college's failure to allot sufficient time for program coordination may result in less than satisfactory program outcomes and no significant impact on student equity data. It may also result in high staff turnover and lead to program instability.

### **Umoja Counseling**

Counseling services are a vital component of a successful Umoja program. Umoja counseling faculty provide academic, career, and personal counseling services to students and are responsible for keeping students on track toward reaching their educational goals by providing student follow-up and case management services as well as intrusive counseling and referral services. Umoja counselors may also assist in conducting Umoja information and orientation sessions, provide student workshops, and make classroom visits to program courses to make announcements or provide relevant information to program participants as needed. One or multiple counselors may be designated to provide counseling services dedicated to Umoja program participants. The table below reflects the recommended (full-time equivalent [FTE]) of dedicated/designated Umoja counseling hours based on the number of continuing and new students served as reported in the COMIS Special Populations database.

Number of New and Continuing Umoja Students Served	Recommended Umoja Dedicated Counseling FTE
Fewer than 75	0.2 FTE
75 to 125	0.4 FTE
126 to 175	0.6 FTE
176 to 225	0.8 FTE
226 to 275	1.0 FTE
For populations over 275 students, Umoja designated counseling hours should increase incrementally by 0.2 FTE for every additional 50 students active in a program.	

### Overall Umoja Program Administration

A minimum of 2.0 FTE for Umoja coordination, counseling, classified/administrative support, and instruction is a recommended best practice to maintain an effective Umoja program.

## Appendix C: Colleges Included in Profile Analysis

**Table C-1. Colleges Included in Analysis in Each Cohort Year in Chronological Order by Charter Year**

College	Charter Year	Cohort Year				
		2014-15	2015-16	2016-17	2017-18	2018-19
San Diego City College	2007	1	1	1	1	1
Grossmont College	2008	1	1	1	1	1
Napa Valley College	2008	1	1	1	1	1
Moreno Valley College	2009	1	1	1	1	1
American River College	2010	1	1	1	1	1
Sierra College	2010	1	1	1	1	1
San Jose City College	2010	1		1	1	1
DeAnza College	2011	1	1	1	1	1
El Camino College	2011	1	1	1	1	1
San Bernardino Valley College	2011	1	1	1	1	1
San Diego Mesa College	2012	1	1	1	1	1
Diablo Valley College	2013	1	1	1	1	1
Los Angeles Trade-Technical College	2014	1	1	1	1	1
MiraCosta College	2014	1	1	1	1	1
Southwestern College	2014	1	1	1	1	1
Cerritos College	2015		1	1	1	1
Chaffey College	2015		1	1	1	1

College	Charter Year	Cohort Year				
		2014-15	2015-16	2016-17	2017-18	2018-19
College of Marin	2015		1	1	1	1
College of San Mateo	2015		1	1	1	1
Cosumnes River College	2015		1	1	1	1
Fullerton College	2015		1	1	1	1
Los Medanos College	2015		1	1	1	1
Riverside City College	2015		1	1	1	1
Skyline College	2015		1			1
Berkeley City College	2016			1	1	1
College of the Alameda	2016			1	1	1
Foothill College	2016			1	1	1
Merritt College	2016			1	1	1
Ohlone College	2016			1	1	1
Santa Monica College	2016			1	1	1
Antelope Valley College	2017				1	1
Bakersfield College	2017				1	1
Chabot College	2017				1	1
Cuyamaca College	2017				1	1
Laney College	2017				1	1
Los Angeles Harbor College	2017				1	1
Los Angeles Pierce College	2017				1	1



College	Charter Year	Cohort Year				
		2014-15	2015-16	2016-17	2017-18	2018-19
Santa Rosa Junior College	2017				1	1
West Valley College	2017				1	1
City College of San Francisco	2018					1
Evergreen Valley College	2018					1
Hartnell College	2018					1
Las Positas College	2018					1
Los Angeles City College	2018					1
Modesto Junior College	2018					1
Orange Coast College	2018					1
Palomar College	2018					1
Sacramento City College	2018					1
Shasta College	2018					1
Yuba	2018					1
<b>Number of Colleges</b>		<b>15</b>	<b>23</b>	<b>29</b>	<b>38</b>	<b>50</b>

## Appendix D: 2014-15 to 2018-19 Cohort Data Disaggregated by Year

**Table D-1. Breakdown of Special Populations Across Comparison Groups and Cohort Years**

Special Population	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
Perkins	2014-15	250	84%	116	80%	5,792	78%	6,158	78%
	2015-16	448	85%	190	85%	7,699	76%	8,337	77%
	2016-17	652	85%	236	79%	8,716	75%	9,604	75%
	2017-18	987	83%	275	77%	10,770	73%	12,032	73%
	2018-19	1,239	83%	379	77%	12,218	73%	13,836	74%
	<b>Across Cohorts</b>	<b>3,576</b>	<b>84%</b>	<b>1,196</b>	<b>79%</b>	<b>45,195</b>	<b>74%</b>	<b>49,967</b>	<b>75%</b>
First Generation	2014-15	69	23%	31	21%	1,476	20%	1,576	20%
	2015-16	132	25%	75	33%	2,840	28%	3,047	28%
	2016-17	219	29%	126	42%	3,333	29%	3,678	29%
	2017-18	357	30%	149	42%	4,488	30%	4,994	30%
	2018-19	432	29%	222	45%	5,258	31%	5,912	32%

Special Population	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
	Across Cohorts	1,209	28%	603	40%	17,395	29%	19,207	29%
EOPS	2014-15	64	22%	40	28%	704	9%	808	10%
	2015-16	149	28%	67	30%	933	9%	1,149	11%
	2016-17	185	24%	83	28%	1,052	9%	1,320	10%
	2017-18	307	26%	88	25%	1,279	9%	1,674	10%
	2018-19	369	25%	115	23%	1,501	9%	1,985	11%
	Across Cohorts	1,074	25%	393	26%	5,469	9%	6,936	10%
Special Admit	2014-15	48	16%	25	17%	1,010	14%	1,083	14%
	2015-16	89	17%	31	14%	1,330	13%	1,450	13%
	2016-17	146	19%	40	13%	1,668	14%	1,854	15%
	2017-18	262	22%	68	19%	2,682	18%	3,012	18%
	2018-19	367	25%	77	16%	3,051	18%	3,495	19%
	Across Cohorts	912	21%	241	16%	9,741	16%	10,894	16%

Special Population	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
Foster Youth	2014-15	16	5%	-	-	370	5%	390	5%
	2015-16	20	4%	-	-	493	5%	516	5%
	2016-17	53	7%	-	-	585	5%	644	5%
	2017-18	74	6%	-	-	825	6%	905	6%
	2018-19	92	6%	-	-	895	5%	1002	5%
	<b>Across Cohorts</b>	<b>255</b>	<b>6%</b>	<b>34</b>	<b>2%</b>	<b>3,168</b>	<b>5%</b>	<b>3,457</b>	<b>5%</b>
DSPS	2014-15	21	7%	-	-	548	7%	580	7%
	2015-16	41	8%	-	-	697	7%	745	7%
	2016-17	78	10%	-	-	880	8%	979	8%
	2017-18	145	12%	-	-	1,095	7%	1,282	8%
	2018-19	155	10%	-	-	1,248	7%	1,451	8%
	<b>Across Cohorts</b>	<b>440</b>	<b>10%</b>	<b>129</b>	<b>9%</b>	<b>4,468</b>	<b>7%</b>	<b>5,037</b>	<b>8%</b>

**Table D-2. Breakdown of Gender Across Comparison Groups and Cohort Years**

Gender	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
Female	2014-15	157	53%	78	54%	3,669	49%	3,904	50%
	2015-16	283	53%	133	59%	4,930	49%	5,346	49%
	2016-17	429	56%	154	52%	5,724	49%	6,307	50%
	2017-18	670	56%	201	56%	7,218	49%	8,089	49%
	2018-19	854	57%	306	62%	8,213	49%	9,373	50%
	<b>Across Cohorts</b>	<b>2,393</b>	<b>56%</b>	<b>872</b>	<b>58%</b>	<b>29,754</b>	<b>49%</b>	<b>33,019</b>	<b>50%</b>
Male	2014-15	139	47%	67	46%	3,719	50%	3,925	50%
	2015-16	234	44%	88	39%	5,022	50%	5,344	49%
	2016-17	331	43%	141	47%	5,763	49%	6,235	49%
	2017-18	508	43%	150	42%	7,355	50%	8,013	49%
	2018-19	619	41%	187	38%	8,250	49%	9,056	48%
	<b>Across Cohorts</b>	<b>1,831</b>	<b>43%</b>	<b>633</b>	<b>42%</b>	<b>30,109</b>	<b>49%</b>	<b>32,573</b>	<b>49%</b>

Gender	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
Unknown	2014-15	-	0%	-	0%	57	1%	57	1%
	2015-16	13	2%	3	1%	175	2%	191	2%
	2016-17	8	1%	2	1%	189	2%	199	2%
	2017-18	16	1%	5	1%	262	2%	283	2%
	2018-19	20	1%	1	0%	301	2%	322	2%
	<b>Across Cohorts</b>	<b>57</b>	<b>1%</b>	<b>11</b>	<b>1%</b>	<b>984</b>	<b>2%</b>	<b>1,052</b>	<b>2%</b>

**Table D-3. Breakdown of Education Goal Across Comparison Groups and Cohort Years**

Education Goal	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
Degree Transfer	2014-15	245	83%	114	79%	5,159	69%	5,518	70%
	2015-16	465	88%	179	80%	7,411	73%	8,055	74%
	2016-17	696	91%	246	83%	8,777	75%	9,719	76%
	2017-18	1,081	91%	305	86%	10,941	74%	12,327	75%
	2018-19	1,324	89%	416	84%	12,288	73%	14,028	75%
	<b>Across Cohorts</b>	<b>3,811</b>	<b>89%</b>	<b>1,260</b>	<b>83%</b>	<b>44,576</b>	<b>73%</b>	<b>49,647</b>	<b>74%</b>
Career Goal	2014-15	9	3%	5	3%	795	11%	809	10%
	2015-16	22	4%	15	7%	1,043	10%	1,080	10%
	2016-17	20	3%	23	8%	1,248	11%	1,291	10%
	2017-18	36	3%	19	5%	1,561	11%	1,616	10%
	2018-19	59	4%	21	4%	1,751	10%	1,831	10%
	<b>Across Cohorts</b>	<b>146</b>	<b>3%</b>	<b>83</b>	<b>5%</b>	<b>6,398</b>	<b>11%</b>	<b>6,627</b>	<b>10%</b>

**Table D-4. Breakdown of Average First-Year Academic Achievements Across Comparison Groups and Cohort Years**

Average First-Year Academic Achievements	Cohort	Black Umoja	Non-Black Umoja	NP Black	Average Across Groups
Average Persistence Ratio	2014-2015	89%	92%	59%	80%
	2015-2016	87%	91%	59%	78%
	2016-2017	89%	90%	59%	79%
	2017-2018	88%	89%	58%	78%
	2018-2019	88%	89%	58%	78%
	<b>Across Cohorts</b>	<b>88%</b>	<b>90%</b>	<b>58%</b>	<b>78%</b>
Average Course Success Rate	2014-2015	61%	69%	55%	62%
	2015-2016	66%	71%	57%	64%
	2016-2017	68%	71%	53%	64%
	2017-2018	63%	67%	53%	61%
	2018-2019	64%	70%	54%	63%
	<b>Across Cohorts</b>	<b>64%</b>	<b>70%</b>	<b>54%</b>	<b>63%</b>



Average First-Year Academic Achievements	Cohort	Black Umoja	Non-Black Umoja	NP Black	Average Across Groups
Average First Year Units Earned	2014-2015	10.8	12.4	7.1	10.1
	2015-2016	12.9	14.5	7.3	11.4
	2016-2017	12.8	13.8	7.6	11.4
	2017-2018	12.3	13.7	7.9	11.2
	2018-2019	14.5	15.8	8.6	12.9
	<b>Across Cohorts</b>	<b>13</b>	<b>14.3</b>	<b>7.9</b>	<b>11.7</b>

**Table D-5. Breakdown of Transfer Course Completion Across Comparison Groups and Cohort Years**

Transfer Course Completion	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
English in First Year	2014-15	87	29%	52	36%	968	13%	1,107	14%
	2015-16	177	33%	105	47%	1,433	14%	1,715	16%
	2016-17	292	38%	117	39%	2,072	18%	2,481	19%
	2017-18	443	37%	182	51%	2,738	18%	3,363	21%
	2018-19	703	47%	248	50%	3,983	24%	4,934	26%
	<b>Across Cohorts</b>	<b>1,702</b>	<b>40%</b>	<b>704</b>	<b>46%</b>	<b>11,194</b>	<b>18%</b>	<b>13,600</b>	<b>20%</b>
Math in First Year	2014-15	8	3%	11	8%	327	4%	346	4%
	2015-16	57	11%	42	19%	487	5%	586	5%
	2016-17	65	8%	53	18%	642	5%	760	6%
	2017-18	95	8%	54	15%	916	6%	1,065	6%
	2018-19	197	13%	88	18%	1,282	8%	1,567	8%
	<b>Across Cohorts</b>	<b>422</b>	<b>10%</b>	<b>248</b>	<b>16%</b>	<b>3,654</b>	<b>6%</b>	<b>4,324</b>	<b>6%</b>

Transfer Course Completion	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
Math and English in First Year	2014-15	5	2%	8	6%	199	3%	212	3%
	2015-16	39	7%	35	16%	328	3%	402	4%
	2016-17	50	7%	37	12%	437	4%	524	4%
	2017-18	73	6%	46	13%	626	4%	745	5%
	2018-19	158	11%	73	15%	953	6%	1,184	6%
	<b>Across Cohorts</b>	<b>325</b>	<b>8%</b>	<b>199</b>	<b>13%</b>	<b>2,543</b>	<b>4%</b>	<b>3,067</b>	<b>5%</b>
English in Three Years	2014-15	97	33%	59	41%	1,179	16%	1,335	17%
	2015-16	193	36%	120	54%	1,733	17%	2,046	19%
	2016-17	343	45%	137	46%	2,431	21%	2,911	23%
	2017-18	494	41%	210	59%	3,281	22%	3,985	24%
	2018-19	773	52%	287	58%	4,489	27%	5,549	30%
	<b>Across Cohorts</b>	<b>1,900</b>	<b>44%</b>	<b>813</b>	<b>54%</b>	<b>13,113</b>	<b>22%</b>	<b>15,826</b>	<b>24%</b>

Transfer Course Completion	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
Math in Three Years	2014-15	12	4%	17	12%	424	6%	453	6%
	2015-16	66	12%	48	21%	600	6%	714	7%
	2016-17	80	10%	68	23%	790	7%	938	7%
	2017-18	122	10%	69	19%	1,135	8%	1,326	8%
	2018-19	242	16%	114	23%	1,614	10%	1,970	11%
	<b>Across Cohorts</b>	<b>522</b>	<b>12%</b>	<b>316</b>	<b>21%</b>	<b>4,563</b>	<b>7%</b>	<b>5,401</b>	<b>8%</b>
Math and English in Three Years	2014-15	9	3%	14	10%	292	4%	315	4%
	2015-16	50	9%	42	19%	433	4%	525	5%
	2016-17	69	9%	48	16%	580	5%	697	5%
	2017-18	99	8%	63	18%	843	6%	1,005	6%
	2018-19	204	14%	99	20%	1,264	8%	1,567	8%
	<b>Across Cohorts</b>	<b>431</b>	<b>10%</b>	<b>266</b>	<b>18%</b>	<b>3,412</b>	<b>6%</b>	<b>4,109</b>	<b>6%</b>

**Table D-6. Breakdown of Degree Completion Across Comparison Groups and Cohort Years**

Degree Completion	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
Degree Attainment	2014-15	46	16%	24	17%	458	6%	528	7%
	2015-16	139	26%	72	32%	686	7%	897	8%
	2016-17	144	19%	93	31%	920	8%	1,157	9%
	2017-18	269	23%	120	34%	1,207	8%	1,596	10%
	2018-19	262	18%	122	25%	1,068	6%	1,452	8%
	<b>Across Cohorts</b>	<b>860</b>	<b>20%</b>	<b>431</b>	<b>28%</b>	<b>4,339</b>	<b>7%</b>	<b>5,630</b>	<b>8%</b>
Associate Degree for Transfer	2014-15	16	5%	11	8%	183	2%	210	3%
	2015-16	56	11%	33	15%	276	3%	365	3%
	2016-17	63	8%	32	11%	377	3%	472	4%
	2017-18	113	9%	51	14%	510	3%	674	4%
	2018-19	112	8%	59	12%	484	3%	655	3%
	<b>Across Cohorts</b>	<b>360</b>	<b>8%</b>	<b>186</b>	<b>12%</b>	<b>1,830</b>	<b>3%</b>	<b>2,376</b>	<b>4%</b>

Degree Completion	Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
		Frequency	%	Frequency	%	Frequency	%		
Associate Degree	2014-15	30	10%	13	9%	275	4%	318	4%
	2015-16	83	16%	39	17%	410	4%	532	5%
	2016-17	81	11%	61	21%	543	5%	685	5%
	2017-18	156	13%	69	19%	697	5%	922	6%
	2018-19	150	10%	63	13%	584	3%	797	4%
	<b>Across Cohorts</b>	<b>500</b>	<b>12%</b>	<b>245</b>	<b>16%</b>	<b>2,509</b>	<b>4%</b>	<b>3,254</b>	<b>5%</b>
Credit Certificate	2014-15	10	3%	14	10%	190	3%	214	3%
	2015-16	45	8%	25	11%	318	3%	388	4%
	2016-17	65	8%	34	11%	413	4%	512	4%
	2017-18	101	8%	60	17%	621	4%	782	5%
	2018-19	122	8%	49	10%	546	3%	717	4%
	<b>Across Cohorts</b>	<b>343</b>	<b>8%</b>	<b>182</b>	<b>12%</b>	<b>2,088</b>	<b>3%</b>	<b>2,613</b>	<b>4%</b>

**Table D-7. Breakdown of Three-Year Transfer Rates Across Comparison Groups and Cohort Years**

Cohort	Black Umoja		Non-Black Umoja		NP Black		Total Across Groups	% of Total Number of Students
	Frequency	%	Frequency	%	Frequency	%		
2014-15	37	1%	13	1%	503	1%	553	1%
2015-16	88	2%	36	2%	744	1%	868	1%
2016-17	133	3%	52	3%	997	2%	1,182	2%
2017-18	193	5%	52	3%	1,313	2%	1,558	2%
2018-19	266	6%	94	6%	1,604	3%	1,964	3%
<b>Across Cohorts</b>	<b>717</b>	<b>17%</b>	<b>247</b>	<b>16%</b>	<b>5,161</b>	<b>8%</b>	<b>6,125</b>	<b>9%</b>

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