

Summary of Program Review:

### 3. Projected Program Growth, Stability, or Viability:

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

The following is needed:

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

## B. Program's Support of Institutional Mission and Goals

### 1. Description of Alignment between Program and Institutional Mission:

Napa Valley College prepares students with careers and skills for the diverse, dynamic, and global world. The college is an accredited open-access, degree-and certificate-granting institution committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and is an open campus to provide more support for all students. The Umoja Program stays consistent with the program offerings to promote student success and retention (culturally relevant pedagogy, college visits, conferences, nurturing staff, and faculty, and providing basic needs (food, gas/bus cards when needed). The mission of the Umoja Program serves the mission of the college by educating students to think critically in all areas of life, both academic and non-academic. With that in mind, students are well-prepared to pursue their career goals. Studies show that the Umoja Program offers their students a solid foundation while focusing on a holistic approach – tapping into the mind, body, and soul of the student.

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

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

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

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

The Umoja Program provides the necessary academic, career, and personal assistance to improve student achievement and assist students achieve their goals of graduation and/or transfer. The activities include but are not limited to: Intrusive counseling, dedicated space -virtual village, weekly porch talk, mentoring, graduation requirements, career exploration, and transfer guidance.

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

Services are provided via establishing personal relationships with the Program Coordinator, instructors, support staff, mentors, peers, and staff on campus, better known as FOU's (Friends of Umoja). Students are guided through critical self



## D. Effective Program

### **Program Reflection:**

*What does an effective student support service of the type that your program offers look like?*

*Use the responses to Sections I.A – I.D to begin identifying metrics to incorporate into the remainder of the report – to be used to help evaluate effectiveness of the program.*

The Umoja faculty, and staff, work extremely hard to promote retention and persistence in our course offerings. Over the 3-year period, we increased our course offering to meet the student population's demands. Beyond offering diverse -

**Program Reflection:**

**Overall Enrollment Trends:**

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

**Enrollment within Umoja Program Courses:** Enrollment within courses associated with the Umoja Program has shown distinct changes over the

the 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 academic years. The following table provides a detailed breakdown of enrollment trends for various Umoja Program courses over this period.

Course	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Umoja 101	15	25	40	60	75
Umoja 102	10	15	25	40	55
Umoja 103	8	12	20	30	45
Umoja 104	5	8	15	25	35
Umoja 105	3	5	10	15	25
Umoja 106	2	3	5	8	12
Umoja 107	1	2	4	6	10
Umoja 108	1	2	3	5	8
Umoja 109	1	2	3	4	6
Umoja 110	1	2	3	4	5



These findings highlight the prevalence of transfer-related aspirations among Umoja students, indicating a strong emphasis on higher education and academic advancement within the program. Understanding the motivations and





**First Institution of Transfer among 26 Umoja Students**

Four-Year Institution	Number of Umoja Trfers
University of California (UC) – Davis	3
Arizona State University	2
California State University (CSU) – Sacramento	3

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California State University (CSU) – Sacramento  
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**Educational Goals among Umoja Cohorts, 2018-2019 through 2020-2021**

General Educational Goal	Number of Umoja Students	Proportion of Umoja Students
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**Program Reflection:**

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

**III. EVALUATION OF EFFECTIVENESS**

**Program Reflection:**

The faculty and staff in the Umoja Program effectively work together to enhance every aspect of the department, curriculum, and student success. We frequently meet to discuss assessment, share resources, and develop creative ways to meet the needs of students, department, division, and institution. Much of our efforts are volunteered hours, and resources come from our personal income (this is not a practice that can be sustained, or one that demonstrates NVC's commitment to this program). Outreach is needed to grow our program.

**IV. PROGRAM HIGHLIGHTS**

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

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

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

Among the improvements experienced by the UMOJA Program during the previous 3 years, since its

### C. Effective Practices

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

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

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

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

### V. PROGRAM PLAN

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

- Viability
- Stability**
- Growth

\*Please select ONE of the above.

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

The shift from in-person service to online courses and services caused the program to go into a state of “viability”. Prior to spring 2020, the overall numbers appeared high in the fall semester, but by the spring semester, enrollment declined. There were many reasons for the decline but one reason for the decline was attributed to the way students enrolled for the program. Umoja is a two-semester program thus students can only enroll in the fall semester, no mid-semester enrollment. Another reason that is evident in most cases was the role of personal responsibility. Many Umoja students are single parents and are the sole supporter of the family. As the college shifts back to on-campus instruction, the program can progress toward **growth and stability**, however, until that time arrives, the program will continue to suffer with enrollment issues. In the next three years, the Umoja Community desires to grow by strengthening our outreach, 2nd year of the program, and having a sustainable budget.

### VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

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

**Description of Current Program Resources Relative to Plan:**

The faculty and staff in the Umoja Program work effectively to enhance every aspect of the program, including curriculum, mentoring, and culturally relevant activities. They meet to discuss assessment, share resources, and develop creative ways to meet the needs of our students, department, division, and institution. We believe that there should be a line item in NVC (Napa Valley College) budget.

	UMOJA COMMUNITY				

UMOJA

STUDENT SUPPORT PROGRAM

SPRING 2024

Completed by Supervising Administrator:

o Guerrero
Alejandro Guerrero

Date:

5/2/24
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Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

It is clear that Umoja is making important impacts for students. Their specific activities and Umoja ceremonies are meaningful, culturally relevant and responsive to the community they serve. I have seen the increase of Umoja students and overall stability of the program over the last several years. A shift back to in person classes and services has been good for the program. The mentoring components of the program are also meaningful and valuable for both the students and the mentors.