



Evaluation of the Umoja Community

9/26/2018

Submitted to:

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Executive Summary

The Umoja Community is a statewide program with the goal of increasing retention and completion rates for African American students attending California Community Colleges. The program helps students achieve academic and social integration in higher-education institutions by: bridging gaps in college preparation; navigating the college process; making social connections with peers and faculty; and increasing their sense of self-efficacy. Likewise, the program seeks to engage students and faculty in collaborative learning using culturally relevant pedagogy, and alleviate some of the financial stressors students encounter pursuing an education.

In 2016, there were 43 California Community Colleges, one Washington Community College, and one California State University (CSU East Bay) participating in the Umoja Community. By 2017, this number grew to 55 California Community Colleges, one Washington Community College, and one California State University.

The Umoja Community Education Foundation (UCEF) serves as the umbrella organization for the program model and serves as an academic and professional development resource for affiliated colleges within the Umoja Community. The UCEF contracted with the Institute for Social Research, at California State University, Sacramento to conduct an independent evaluation of their programs across the state and to determine the effectiveness of its activities. This evaluation includes Umoja student survey data from 2017-2018 and Umoja student record data from 2011 to 2016 and examines their short, intermediate, and long-term outcomes of participating in the Umoja program.

Students' Perceptions of the Umoja Program

Using data from the Umoja student survey, we found that Umoja students who were in their second semester or later showed higher ratings than those students just entering college; there were statistically significant differences in terms of Umoja program effectiveness and the importance of Umoja program activities. For the measure of the effectiveness of the Umoja program, there was a difference in the average score between the two groups: students in their first semester had an average score of 17.13, while students in their second semester or later had an average score of 17.95. For the measure of the importance of Umoja program activities, students in their first semester had an average score of 24.30, while students in their second semester or later had an average score of 25.65.

Student's Sense of Belonging

Umoja students who were in their second semester or later showed higher ratings than those Umoja students just entering college. The difference between the two groups was statistically significant. The average scores for students in their first semester (19.20) was less than established students (20.21) showing a stronger sense of belonging for students as they progress from the first semester to the second semester.

Student Success

Umoja students participating in the Umoja program from 2011 to 2016, showed greater academic success on almost all measures compared to a similar group¹ of students who had not participated in the program.

¹ Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

In the analysis of CCCC student cohorts which compared Umoja students to non-Umoja students, we found that Umoja students out-performed non-Umoja students in the average number of units earned, transferable units earned, course success rate, movement from Basic Skills to Transfer Level English and Math, persistence, retention, and number of awards. This is a significant finding of the evaluation and demonstrates the positive impact that the program participation has on student success.

Overall, students who participated in the Umoja program showed growth in the outcomes identified in this evaluation. There were challenges in obtaining the types of data originally identified to measure student outcomes and program delivery; however this evaluation was the first effort by the Umoja Community Foundation to demonstrate the effectiveness of the program and as a result, there have been a number of lessons learned.

We recommend that the UCEF should continue to work with campus coordinators to collect and report program-level data on how the Umoja program is implemented across campuses. Overall, attempts to collect this data within this evaluation were not successful but this data remains an important resource for campus coordinators and UCEF to ensure their program model retains fidelity to Umoja students in their programs. We also suggest that the UCEF should work with campus coordinators to collect basic information about each of their programs, and what activities are offered, as well as information on which courses are Umoja courses. The UCEF should continue to work with the Chancellor's Office to refine what data is captured in their system regarding the Umoja program.

I. Introduction

The Umoja Community is a statewide model program with the goal of increasing retention and completion rates for African American students attending California Community Colleges. The program helps students achieve academic and social integration in higher-education institutions by: bridging gaps in college preparation; navigating the college process; making social connections with peers and faculty; and increasing their sense of self-efficacy. Likewise, the program seeks to engage students and faculty in collaborative learning using culturally relevant pedagogy, and alleviate some of the financial stressors students encounter pursuing an education. In 2016, there were 43 California Community Colleges, one Washington Community College, and one California State University (CSU East Bay) participating in the Umoja Community. By 2017, this number grew to 55 California Community Colleges, one Washington Community College, and one California State University.

The Umoja Community Education Foundation serves as the umbrella organization for the program model and serves as an academic and professional development resource for affiliated colleges within the Umoja Community. The Umoja Community Education Foundation contracted with the Institute for Social Research, at California State University, Sacramento to conduct an independent evaluation of their programs across the state and to determine the effectiveness of its activities. This evaluation includes Umoja student survey data from 2017-2018 and Umoja student record data from 2011 to 2016 and examines their short, intermediate, and long-term outcomes of participating in the Umoja program.

Using the California Community Colleges Chancellor’s Office (CCCCO) datamart,² we identified enrollment in the Fall semester for all African American students and all Umoja students, as the special population’s data is not available by race through the datamart (see Table 1). While the enrollment of African American students has declined by 30 percent between Fall 2012 and Fall 2017, the enrollment of Umoja students has increased by 311 percent over the same time frame, although some of the increase in Umoja students may be a result of improvements in reporting by campus coordinators.

Table 1: Enrollment of African American and Umoja students at California Community Colleges

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% change from 2012 to 2017
African American	110,413	109,659	103,936	98,734	83,378	77,708	-30%
Umoja*	677	721	933	1,648	2,233	2,780	311%

*2012 is the first year available for Umoja students from the CCCCCO datamart.

Source: CCCCCO Datamart.

Umoja Community Program Design

The Umoja Community program was first developed in 2006 to address the disparities for African American students in succeeding in higher education.³ Several factors contribute to the achievement gap between African American college students compared to White or Asian students. African American students are less likely to have the proficiency and preparation for college level courses due to disparities

² <https://datamart.cccco.edu/datamart.aspx>

³ <https://umojacommunity.org/>

in primary and secondary educational experiences.⁴ Over 60 percent of African American students attend community college, and 87 percent of incoming African American students at California Community Colleges are required to complete pre-college level courses as a prerequisite to take coursework for a degree; moreover, those students who require remedial coursework are less likely to complete a degree.⁵ In 2012, only 39 percent of African American students who attended a community college received a certificate, degree, or transfer to a four-year university within six years of enrollment, as compared to 54 percent of White students and 67 percent of Asian students.⁶

In addition to high remediation rates, low academic performance and low completion rates, both students and instructors struggle with confidence related to their academic performance. Students struggle to believe they can succeed in higher education, while college instructors may reinforce these insecurities by displaying lower expectations, negative perceptions, and minority stereotyping, which leads to students of color feeling alienated and abandoned in the classroom.⁷

Umoja Community Program Theory of Change

There is a vast body of research on the factors related to student retention and success, and much of the body of research has drawn upon Tinto's theory of student departure, which focuses on academic and social integration into the institution.⁸ Tinto also highlights the need for retention programs to tailor themselves to the needs of different groups of students, in order to help break down the campus into smaller parts. Other student engagement models⁹ specifically identify involvement in learning communities as a key component of student retention. Student participation in learning communities is linked to academic performance, student engagement (including academic integration, active and collaborative learning), and interaction with faculty members.¹⁰ Ultimately, the Umoja program's theory of change is that by promoting the academic and social integration of students of color, through counseling, culturally relevant pedagogy and tailored learning communities, leads to increased student engagement, persistence, and academic performance. For the purposes of this evaluation:

Student engagement is defined as “the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities”.¹¹ Coates¹² describes engagement as “a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience” comprising the following: active and collaborative learning; participation in challenging academic

⁴ Swail, W.S., Redd, K.E., and Perna, L.W. 2003. “Retaining Minority Students in Higher Education: A Framework for Success. *ASHE-ERIC Higher Education Report* 30 (2):1-187.

⁵ The Campaign for College Opportunity, (2015). 2015 State of Higher Education in California: Black Report.

⁶ The Campaign for College Opportunity, (2014). 2014 State of Higher Education in California: Black Report.

⁷ <https://umojacommunity.org/>

⁸ Tinto, V. 1993. *Leaving College: Rethinking the Causes and Cures of Student Attrition*. (2nd ed.) Chicago: University of Chicago Press.

⁹ Nora, A., Barlow, E. and Crisp. 2006. “An Assessment of Hispanic Students in Four-Year Institutions of Higher Education.” In J. Castellanos, A. Gloria & M. Kaminura (eds.), *The Latin/o pathway to the Ph.D.* Sterling, VA: Stylus Publishing, LLC.

¹⁰ Zhao, C. and Kuh, G.D. 2004. “Adding Value: Learning Communities and Student Engagement.” *Research in Higher Education* 45(2):115-38.

¹¹ Kuh, G.D. 2001. “Assessing What Really Matters to Student Learning: Inside the National Survey of Student Engagement.” *Change* 33(3):10-17.

¹² Coates, H. 2007. “A Model of Online and General Campus-Based Student Engagement.” *Assessment & Evaluation in Higher Education* 32 (2):121-41.

activities; formative communication with academic staff; involvement in enriching educational experiences; and feeling legitimated and supported by university learning communities.

Persistence is defined as continuation of students from one semester to the next semester.

Academic Performance is defined as the extent to which a student has achieved their short or long-term educational goals.

Umoja Community Program Design

The Umoja Community program is built on the theoretical foundations of student engagement and the collaborative learning approach, with two primary delivery models. The first is the learning community model, in which a group of Umoja students takes two or more linked classes and remains together for at least one year. In the cohort model, both Umoja and non-Umoja students take classes taught with Umoja pedagogy.

The Umoja program consists of a collection of program activities that each campus implements according to the needs of their students and their institutional resources.

Summer Learning Institute. Umoja faculty and staff participate in a five-day intensive training to train faculty and staff on Umoja best practices, curriculum, and program design.

Umoja Annual Conference, Northern and Southern Regional Symposia. Umoja Community holds an annual conference, and northern and southern regional symposia. Faculty members are encouraged to participate to continue their professional development. The annual conference and symposia also provide an opportunity for faculty and students to engage in the larger Umoja community.

Outreach. Umoja coordinators and faculty engage in outreach activities to spread the word about the Umoja program and recruit new students.

College orientation and assessment process, individual counseling sessions and creation of a comprehensive Student Educational Plan. The Umoja program includes integrated and intentional counseling to help Umoja students navigate the college process, and get them on track educationally.

Learning communities and Umoja-sponsored courses. Umoja-sponsored courses use an active learning approach to engage students and faculty in collaborative learning using culturally relevant pedagogy. In the learning community model, a group of Umoja only students take two or more linked classes and remain together for at least one year, which engages students academically and socially with a peer group. In the cohort model, the classroom is the locus of community building, which uses cooperative learning techniques and group process learning activities to integrate the Umoja and non-Umoja students into a classroom learning community. Student participation in learning communities is linked to increased academic performance and student engagement.

Accelerated Curricula. Over 95 percent of Umoja programs include accelerated curricula to help Umoja students move through pre-college courses and to progress into transfer level courses. Students who require remedial coursework are less likely to complete a degree. By using accelerated curricula the Umoja program aims to increase retention from term-to-term and progress toward completion.

Umoja Activities. Umoja activities vary between programs and may include the following: mentoring, peer mentoring, tutoring/supplemental instruction, and service learning. Participation in these activities is linked to increased academic performance, student engagement, and student retention.

Financial Aid Workshops. The Umoja program includes student participation in financial aid workshops, to make students aware of the financial aid that is available and assist them in navigating the process of applying for financial aid. Participation in these workshops helps alleviate some of the financial stressors students encounter pursuing an education.

Umoja Community Space. The Umoja program creates a designated community space for African American students. This community space contributes to a sense of belonging and aids in student retention and completion.

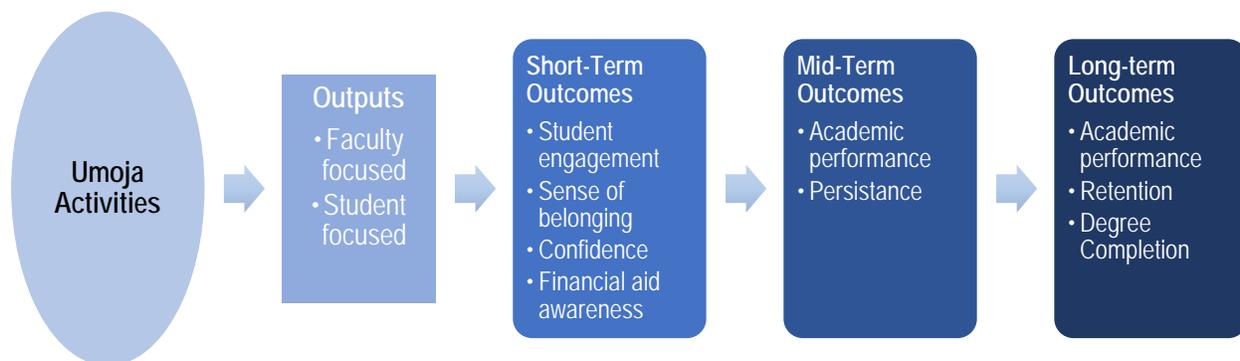
Evaluation Design

ISR worked with the Umoja Community Education Foundation to design an evaluation that would demonstrate the effectiveness of student participation across the multiple campuses in which it has been implemented. The evaluation design was based upon a program logic model, that outlined key program elements as well as expected outcomes. Program indicators were also identified that would measure progress towards expected outcomes.

Umoja Community Program Logic Model

The Umoja Community program logic model was developed to map program resources, activities, and associated outputs, along with the expected short, intermediate, and long-term outcomes for the program across the state. Figure 1 below summarizes the key components of the logic model; a detailed program logic model can be found in Appendix A.

Figure 1: Key components of Umoja Community logic model



Outputs | Umoja program outputs are directly related to measuring the degree and reach of Umoja program activities. For example, identified outputs include measures of participation for both faculty and student focused events such as faculty attendees in the Summer Learning Institute and faculty and student participants in annual conferences, and northern and southern regional symposia.

Student Outcomes | Outcomes identified in the logic model align with Umoja program Theory of Change and show how participating in Umoja program can result in higher academic success. Short-term outcomes for the program include increases in student engagement as well as attitudes (sense of belonging and confidence) and knowledge (increased awareness of financial aid).

Intermediate Outcomes | These outcomes focus on increased academic performance and persistence in an academic year, such as success rates in specific classes and term GPA as well as students continuing enrollment into the following semester.

Long-Term Outcomes | The goal of the Umoja program is to affect the overall success rates of students in their academic careers. Long-term outcomes focus on academic success for students and include increased academic performance (e.g., progression from Basic Skills to Transfer Level English and Math, overall GPA), increased retention (e.g., 1-2 years), in addition to increased degree completion (e.g., awards and transfers to 4-year university).

Evaluation Data

Five data sources were originally identified in the logic model to track performance measures and outcomes for this evaluation. However, obtaining the relevant data was a significant challenge in implementing this evaluation study (see Appendix A for a discussion of data challenges). For example, the request to the CCCC asked for all data on all African American students who were enrolled between 2011 and 2014; however, the data set that was received from the CCCC only included new students who entered during a fall term, and multiple attempts to get a complete data set were unsuccessful, so the evaluation design was modified to focus on the available sources of data.

Umoja Community-wide Event Participation

The UCEF is the statewide office that oversees all of the Umoja programs throughout the state. The UCEF maintains information on student and faculty participation in the Summer Learning Institute, Regional Symposia, and Annual Conference.

Umoja Campus Coordinator Data

Umoja Campus Coordinators oversee each campus program and interact directly with Umoja students. Umoja campus coordinators maintain information on Umoja students within their programs. Campus Coordinators provided information on which courses in the CCCC data were Umoja courses.

Umoja Student Survey

The Umoja student survey was designed to measure active Umoja students' short-term outcomes (knowledge and attitudes) identified in the logic model; the survey was developed by ISR with input from the Umoja Community Foundation and Umoja Regional Coordinators. The survey includes questions about student goals, participation in the Umoja program, student knowledge, and attitudes. A copy of the student survey can be found in Appendix B.

CCCC Data

The Umoja Community Education Foundation requested student record data from the California Community Colleges Chancellor's Office for this evaluation. These student records are maintained by the Chancellor's Office on an ongoing basis and include student data such as enrollment, course information, financial aid, awards, etc. ISR and the UCEF worked with the CCCC to obtain complete student record data for the analysis and received an initial set of data that was limited to new African American students

who entered during a fall term from 2011 to 2014 and was missing key variables (GPA). ISR and the UCEF attempted to obtain a data set that included all African American students who were enrolled during those years, and with a complete set of variables, but were not able to obtain revised data files, so the analysis was restricted to data that had been provided. The original evaluation plan included an enhanced analysis that matched student record data (CCCCO data) with students Ids and Umoja course information collected from campus coordinators. However, several attempts to collect students Ids proved largely unsuccessful, and useable course information was collected for only 18 of the 55 campuses; therefore, the analysis was conducted on the available data.

Umoja Database

An external consultant was hired to develop a web-based Umoja database that could store basic information about Umoja students. ISR received data files from the database with students Ids and Umoja course information, but the data was largely un-useable as it did not match the CCCCCO data. ISR used Umoja course information from the database that successfully matched the CCCCCO data for 18 of the 55 California Community Colleges.

Table 1 below summarizes how the available data is used for performance measures and outcome indicators for this evaluation. Those indicators that were identified in the original evaluation plan for which there was no data available are also noted.

Table 2: Summary of available data sources and evaluation indicators

	Statewide Office	Student Survey	CCCCO	Not Available
PERFORMANCE MEASURES				
# of faculty who participate in Summer Learning Institute	X			
# of students and faculty who attend annual conference, northern and southern regional symposia	X			
# of outreach activities				X
# of students who participated in orientation			X	
# of students who received individual counseling			X	
# of students who complete Student Educational Plan			X	
# of students who complete Umoja courses			X	
# of students who participated in Umoja activities				X
# of students who received financial aid			X	
# of units earned			X	
# of transferable units earned			X	
# of students who complete courses			X	
Term and overall GPA				X
SHORT-TERM OUTCOMES				
Increased student engagement		X		
Increased sense of belonging		X		
Perception of racial climate		X		
Increased self-confidence		X		
Increased academic self-efficacy		X		
Reduced fear regarding educational and career goals		X		
Increased ease of transition		X		
Increased awareness of resources			X	
INTERMEDIATE OUTCOMES				
Higher units earned			X	
Higher course success rates			X	
Higher GPAs				X
LONG-TERM OUTCOMES				
Progression from Basic Skills to Transfer Level English			X	
Progression from Basic Skills to Transfer Level Math			X	
Increased overall GPA				X
Increased retention			X	
Increased number of awards (degree or certificate)			X	
Increased number of Umoja students transferring to 4-yr univ.			X	

Data Collection & Analysis

The Umoja Community Education Foundation

ISR requested data regarding student and faculty participation in Statewide Umoja Community events; this data was provided by the Umoja Community Education Foundation, which was provided as an aggregate summary of participation for these three events.

Student Survey

The original evaluation plan was to administer the student survey with a pre/post design, collecting data in Fall of 2016 and then administering the survey to the same students again in Spring of 2017. Challenges encountered during data collection prevented the administration of the survey with a pre/post design, so two groups were constructed using questions within the survey data (students who were in their first semester in college and first year of Umoja vs students in their second semester or later). The survey was

administered in a web-based format; ISR provided the Umoja Community with an anonymous link to the web survey and it was posted on the Umoja website. There were several attempts to collect survey data during Umoja events and during Umoja courses with limited success. Survey data was collected from April 2017 through May 2018. There were 767 students in total who participated in the survey; of these, 232 (30%) were partial surveys, most of which only answered the first couple of questions. The 565 (70%) respondents who completed the survey were included in the analyses.

The resulting dataset was cleaned and analyzed using SPSS. A descriptive analysis was conducted for all survey items and the open-ended data were coded for themes and described the findings in table and graphic format. Question sets were tested for reliability and scales were constructed for comparative analysis. Due to the fact that this survey was only administered once (and not as a pre-post survey as planned) we identified two sets of student respondents within the one administration of the survey: students who were new to college and the Umoja program (i.e., in their first semester of college and first year of the Umoja program) and those student who were in their second semester of college or later (and in their first or later year of the Umoja program). We used these two groups to compare outcomes and used t-tests to test differences in average scores on constructed scales between groups.

CCCCO

The UCEF requested student data from the CCCCCO in order to measure intermediate and long-term student outcomes. There were eight files in total, and the data received was restricted to new African American students who entered during a fall semester, from Fall 2011 to Fall 2014.

- Awards. The awards file provides data on degrees and certificates granted.
- Courses. The course file provides data on all courses offered.
- Enrollment. The enrollment file provides data on courses in which the students were enrolled.
- Financial aid. The financial aid file provides data on financial aid received.
- Special populations. The special populations file provides data on the Umoja status of students.
- SSSP. The SSSP file provides data on student completion of an educational plan and academic counseling.
- Students. The student file provides students Ids and the gender of students.
- Transfers. The transfer file provides data on transfers to other colleges and universities.

When we attempted to match the Umoja status field (from the special populations data file), to the enrollment data file, 47 percent of the file was unmatched. For the purpose of the analysis, we only used records that successfully matched, and were coded as either “Umoja student” or “not Umoja student”. Additionally, for the persistence and retention analysis, the analysis to students was restricted to those who were enrolled in courses during their first term; these cohorts were use for the analyses of intermediate and long-term outcomes (see Table 2).

Table 3: Umoja and Non-Umoja cohorts of students identified in CCCCCO data files

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Umoja	73	100	103	141
Non-Umoja	2,596	4,226	4,023	4,171

Fall and spring terms only.

Source: CCCCCO student records.

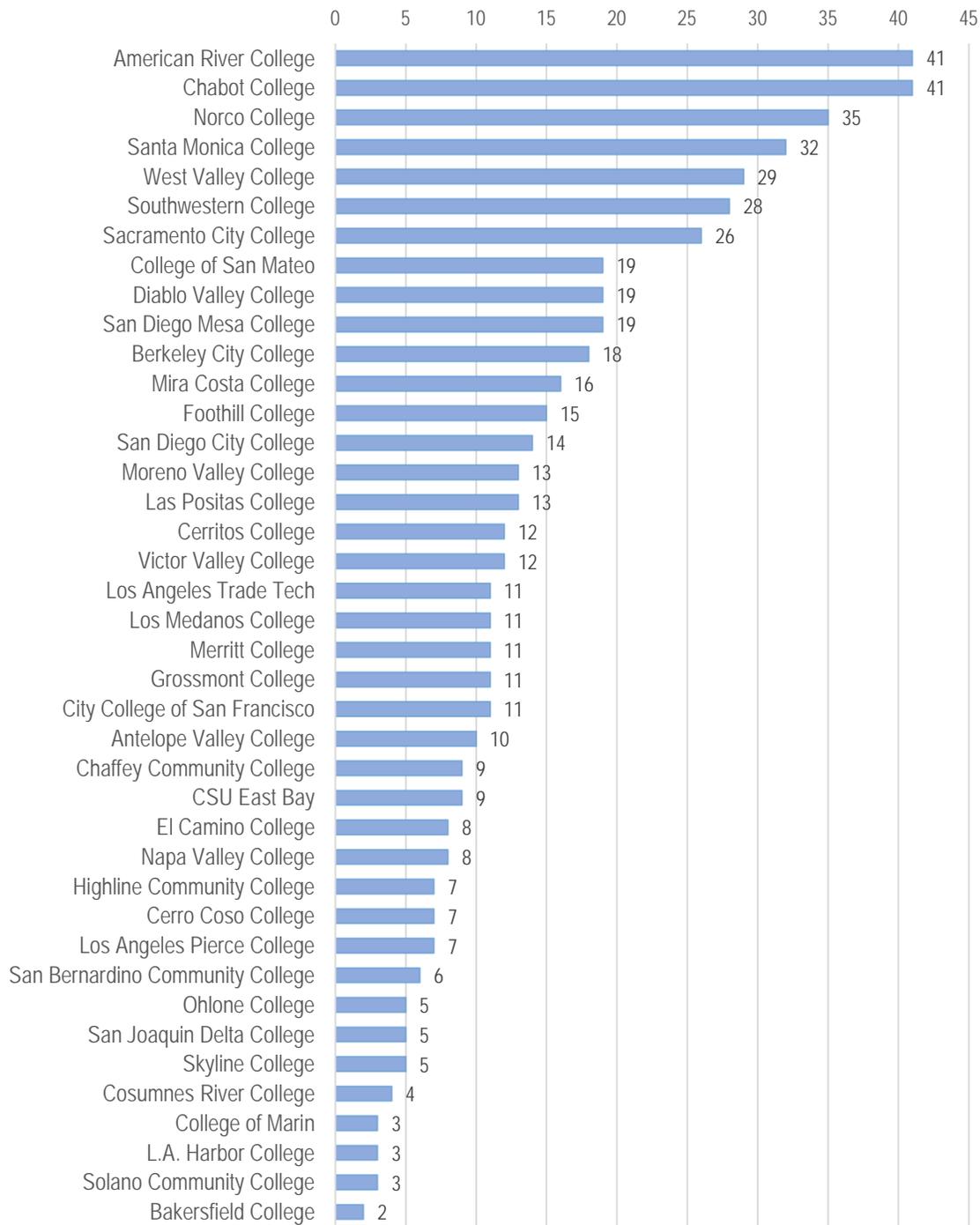
II. Student Short-Term Outcomes | Student Survey

The Student survey was designed to measure both qualitative and quantitative aspects of the student experience in the Umoja Program for students who were enrolled in the program between the Spring of 2017 and Spring of 2018. Short-term outcomes for the program measured by the survey include: student engagement; academic self-efficacy; self-confidence; ease of transition; sense of belonging; and racial climate of their campus.

Campus of Participation

Umoja students from 47 different campus Umoja programs responded to the survey: of these, 45 campuses were California Community Colleges; one was a CSU campus (CSU East Bay); and one was from a Washington Community College (Highline Community College). The largest numbers of respondents came from American River College (7%), Chabot College (7%), and Santa Monica College (6%). Seven California Community Colleges had only one respondent to the survey (Fullerton College, Laney College, Long Beach City College, Riverside Community College, San Jose City College, Cuyamaca College, and Mt. San Jacinto College). Figure 2 displays the number of respondents from each campus, excluding campuses that had only one respondent.

Figure 2: Umoja students from 47 different campus Umoja programs responded to the survey (n= 565).



Demographics

Figure 3 displays data for demographic questions.

Gender, Race/Ethnicity, Age

Nearly two-thirds (63%) of the respondents were female, and another third (36%) were male. Over two-thirds (70%) of the respondents were African American, another fourth (25%) were two or more race/ethnicities, and six percent were some other race/ethnicity. Over four-fifths of the respondents were between the ages of 16-19 (39%) and 20-29 (45%).

Highest Level of Education for Parent or Guardian

Respondents were asked to report the highest level of education obtained for the person (or people) who raised them. Thirty percent of respondents indicated that highest level of education obtained by their parent or guardian was a high school diploma or GED, 29 percent had some college, another fifth had an associate (6%) or bachelor's (12%) degree, and 13 percent had an advanced degree.

Financial Aid

Three-fourths (75%) of the respondents were receiving some type of financial aid. More than four-fifths (87%) of those respondents are getting the BOGG waiver, nearly half (47%) are receiving grants, and another third (33%) were receiving some other type of financial aid (scholarships, students loans, etc.).

Employment

More than half (60%) of respondents were currently employed. Of those currently employed, two thirds are working between 11-20 hours per week (40%) and 21-30 hours per week (27%) and over half (60%) are working both in the daytime and the evening.

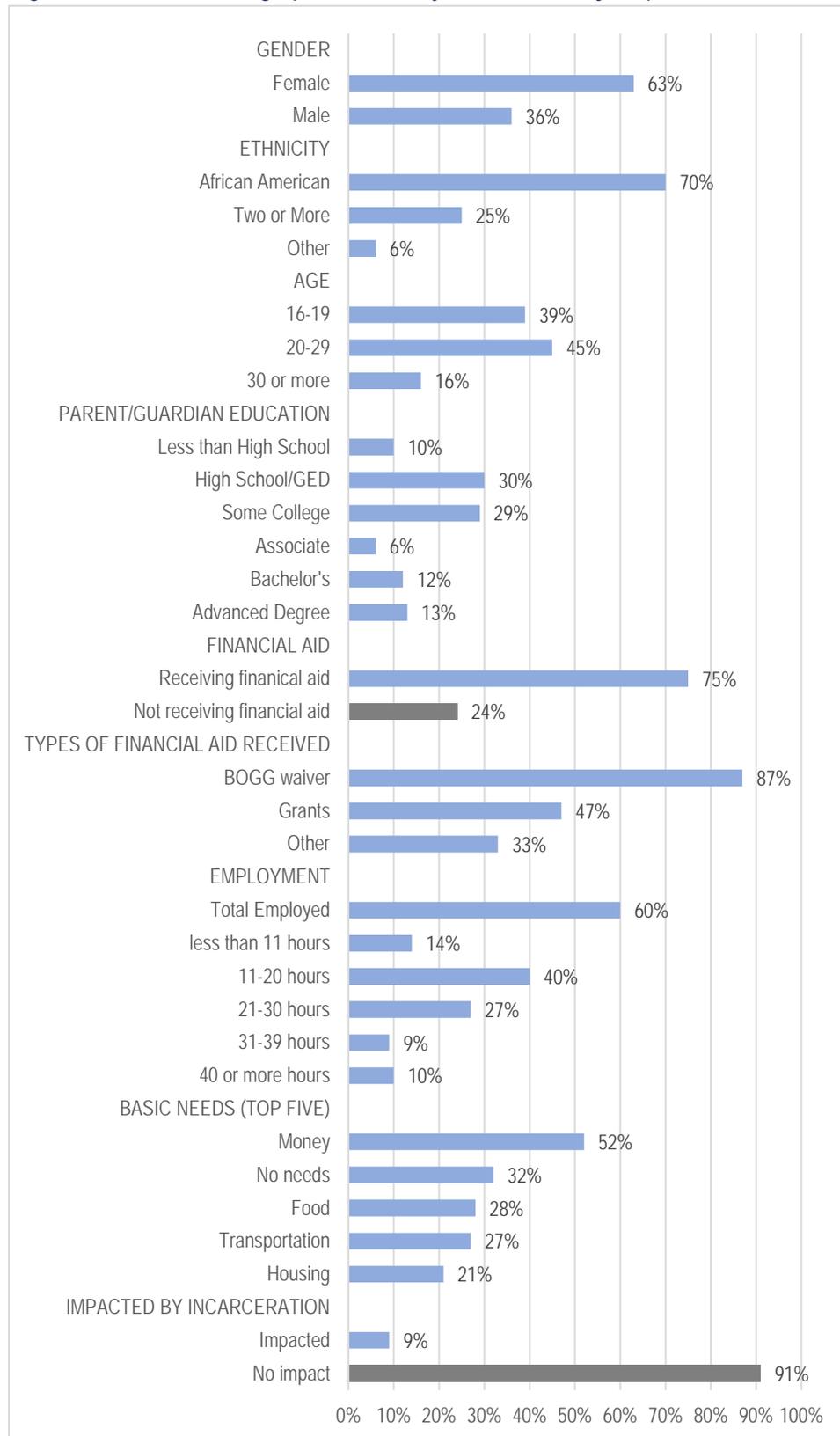
Basic Needs

Over half of respondents (52%) reported struggling over money, a fourth struggled with food (28%) or transportation (27%), and a fifth (21%) struggled with housing, In contrast, a third (32%) of respondents indicated that they did not struggle with any of the basic needs listed.

Incarceration

Nearly all (91%) of the respondents indicated that they were not impacted by incarceration. We asked the nine percent of respondents who reported that incarceration had impacted their life how incarceration was impacting them. Three-fourths (77%) of those respondents (n=48) reported that incarceration has impacted their family relations, over a fourth reported that incarceration has impacted their finances (29%), employment (29%), and housing (27%), and a fifth (21%) reported that incarceration has impacted their food.

Figure 3: Selected demographics for Umoja student survey respondents



Campus Life

Years in College

Over two-thirds (69%) of respondents reported that they were not in their first semester of college; of these:

- A third (32%) were still in their first year
- Thirty-eight percent were in their second year
- Twenty-two percent of respondents were in their third (18%) or fourth (5%) year
- Eight percent had been attending college for four or more years

Factors Impacting Educational Progress

Students who reported attending college for more than four years (n=31) were asked to select factors (select all that apply) that have impacted their education.

- Over half (58%) indicated that financial issues impacted their education
- Over half (52%) mentioned personal issues
- Nearly half (48%) indicated that attending school part-time was a factor
- Forty-two percent indicated that academic difficulties were a factor
- Sixteen percent mentioned health issues
- Sixteen percent indicated that other issues were a factor

Major

Student respondents reported 55 different majors, and a few (4%) described two or more majors. The most frequently reported major was business (11%).

Educational Goal

Respondents entered multiple educational goals (e.g., Bachelor's and Master's Degrees); these responses were coded to reflect the highest degree level mentioned. Nearly half (48%) of respondents indicated that their highest educational goal was to get a bachelor's degree, a fourth (27%) planned to pursue a master's degree, and a fifth (21%) planned to pursue a doctorate degree.

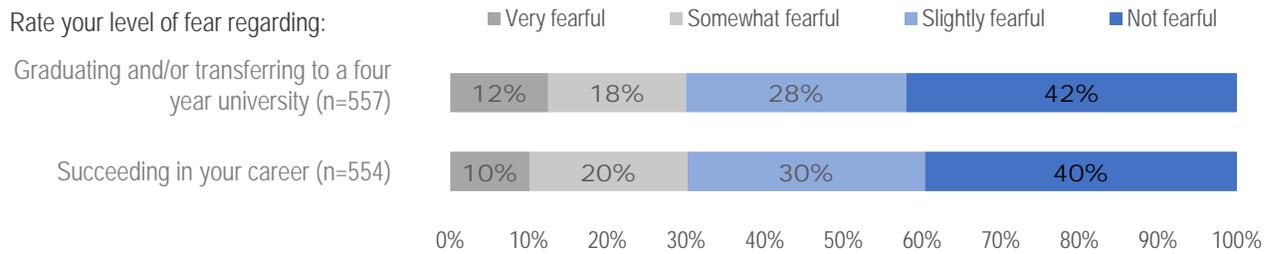
Career Goal

Students described their career goals and their responses were recoded into career fields. A fifth (21%) of respondents planned on a career in health care, 15 percent were undecided, 13 percent planned a career in business, and eight percent planned a career in education (8%), or art and media (8%).

Fear Regarding Educational and Career Goals

Respondents rated their level of fear regarding graduating and/or transferring to a four year university or succeeding in their career. Over a third (40%-42%) of respondents indicated that they were not fearful. However, nearly a third (28%-30%) of respondents indicated that they were slightly fearful, and nearly a third (30%) indicated that they were somewhat fearful or very fearful (See Figure 4).

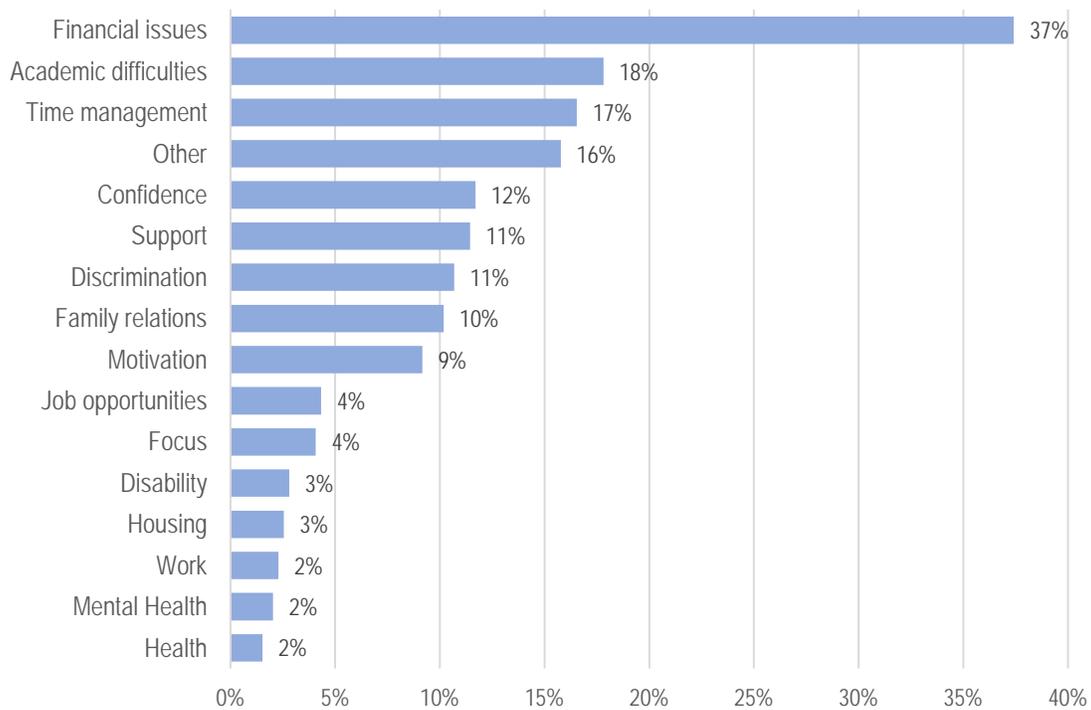
Figure 4: Over a third of respondents were not fearful of reaching educational and career goals. However, more than half expressed fear in reaching their educational and career goals.



Potential Barriers

Respondents described any potential barriers that they may face achieving their career and/or educational goals; the most frequently mentioned barriers were financial issues (37%), academic difficulties (18%), and time management (17%). Figure 5 displays all of the potential barriers mentioned by respondents.

Figure 5: Over a third of respondents reported that financial issues were a potential barrier to achieving their career and/or educational goals (n=470).

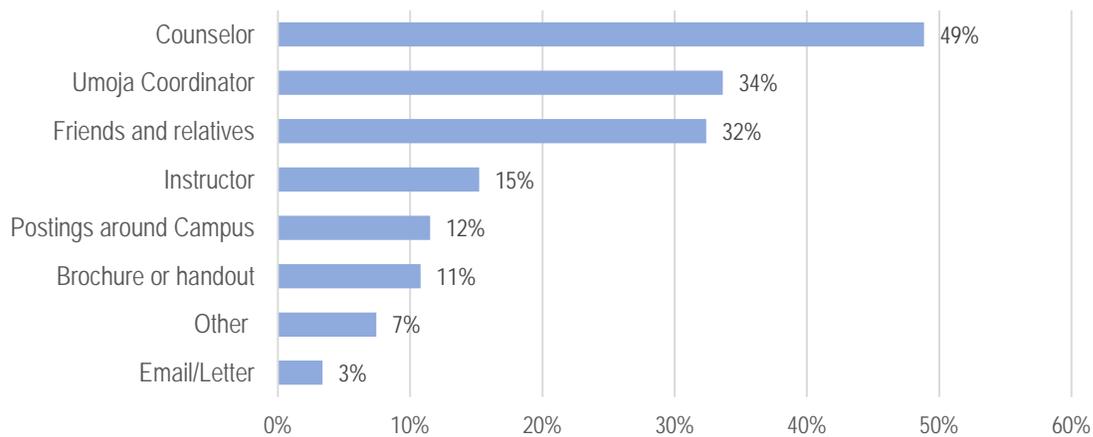


Umoja Program

Umoja Outreach

Respondents were asked how they found out about the Umoja program on their campus; half (49%) found out from a counselor, while two-thirds found out about the program from an Umoja coordinator (34%), or from friends and relatives (32%) (see Figure 6). Over two-thirds (70%) of respondents were in their first year of the Umoja program, and another fourth (27%) of respondents were in their second or third year of the Umoja program.

Figure 6: Respondents learned about the Umoja program primarily from counselors, Umoja coordinators, and friends or relatives (n=565).



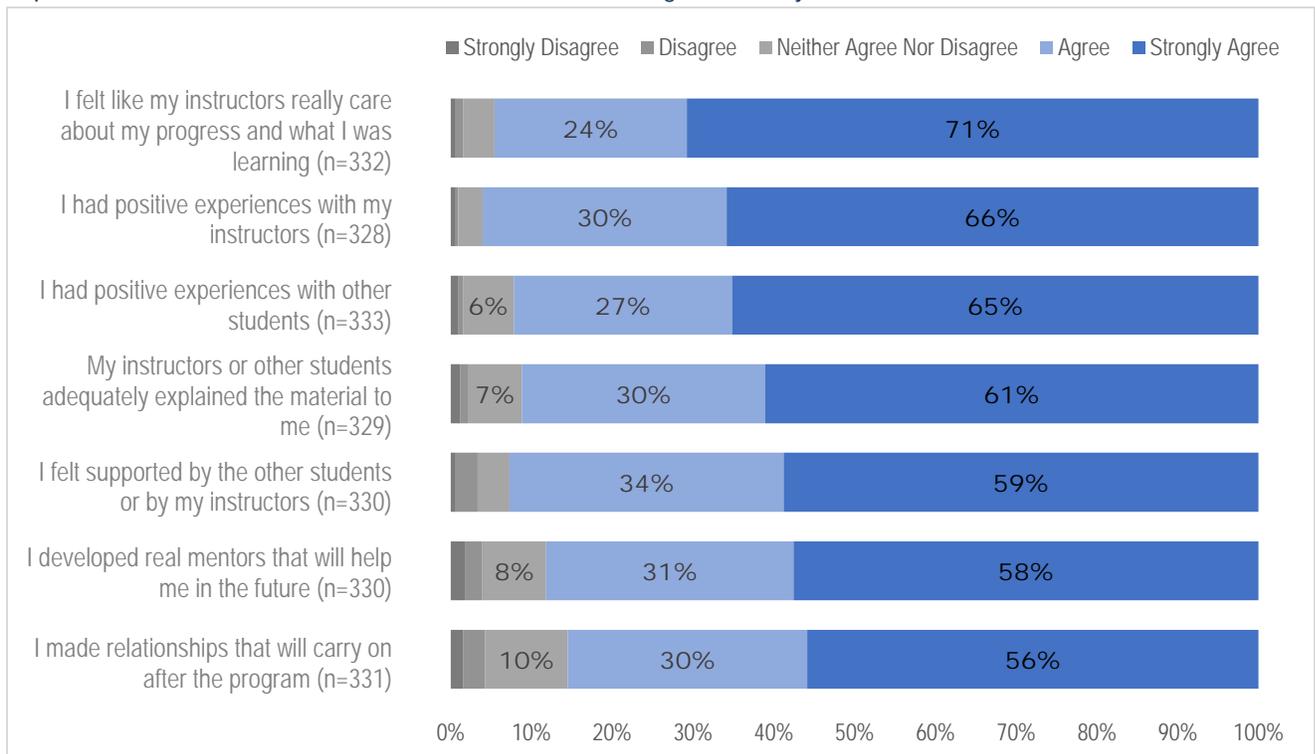
Umoja Courses

More than half (60%) of the respondents indicated that they were taking courses offered as part of their Umoja program this semester; however, nearly a third (30%) indicated that they were not taking Umoja courses this semester. Two-thirds of respondents who indicated that they were taking an Umoja course were taking one (35%) or two (35%) classes, and a fifth (21%) were taking three classes. Nearly three-fourth (72%) of students reported taking an English class and nearly two-thirds (63%) reported taking a college success course (this includes skills courses, guidance courses, counseling courses, human development courses, etc.).

Quality of Interactions during Umoja Courses

Nearly all respondents indicated that they agreed or strongly agreed that they had positive and supportive experiences with other students and instructor during their Umoja courses (see Figure 7).

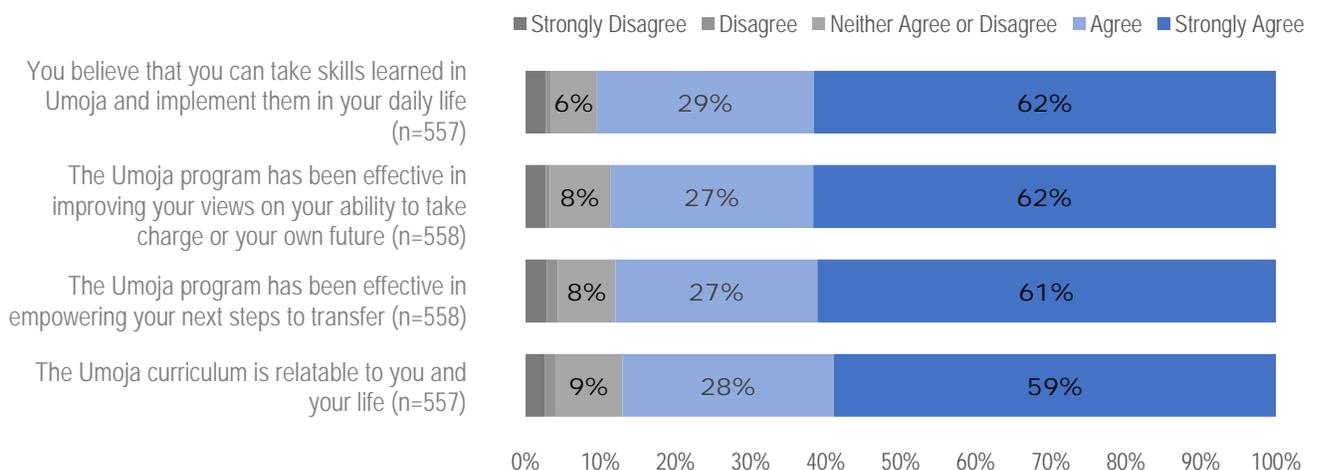
Figure 7: Nearly all respondents agreed or strongly agreed that they had positive and supportive experiences with their instructor and other students during their Umoja courses.



Effectiveness of Umoja Program

Respondents were asked about their experience with the Umoja program and nearly all respondents agreed or strongly agreed that: the skills learned in Umoja are transferable (90%); and that the program has been effective in improving their views regarding their ability to take charge of their future (89%), empowering their next steps to transfer (88%), and the curriculum is relatable (86%) (see Figure 8).

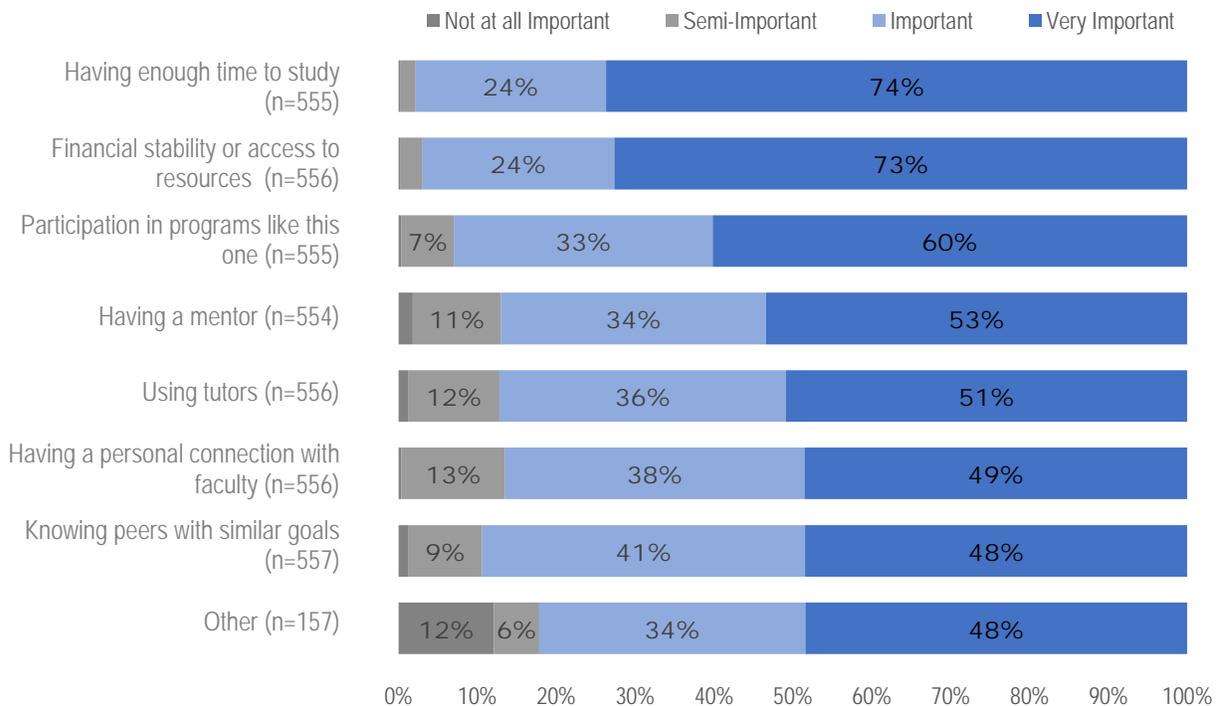
Figure 8: Nearly all respondents agreed or strongly agreed that the Umoja program has been effective.



Importance of Umoja Program Features

Respondents were asked to rate the importance of the different components of the Umoja program. Nearly all respondents indicated that the program features were either important or very important. Three-fourths of respondents indicated that having enough time to study and financial stability (or access to resources, including financial aid) was very important. (see Figure 9)

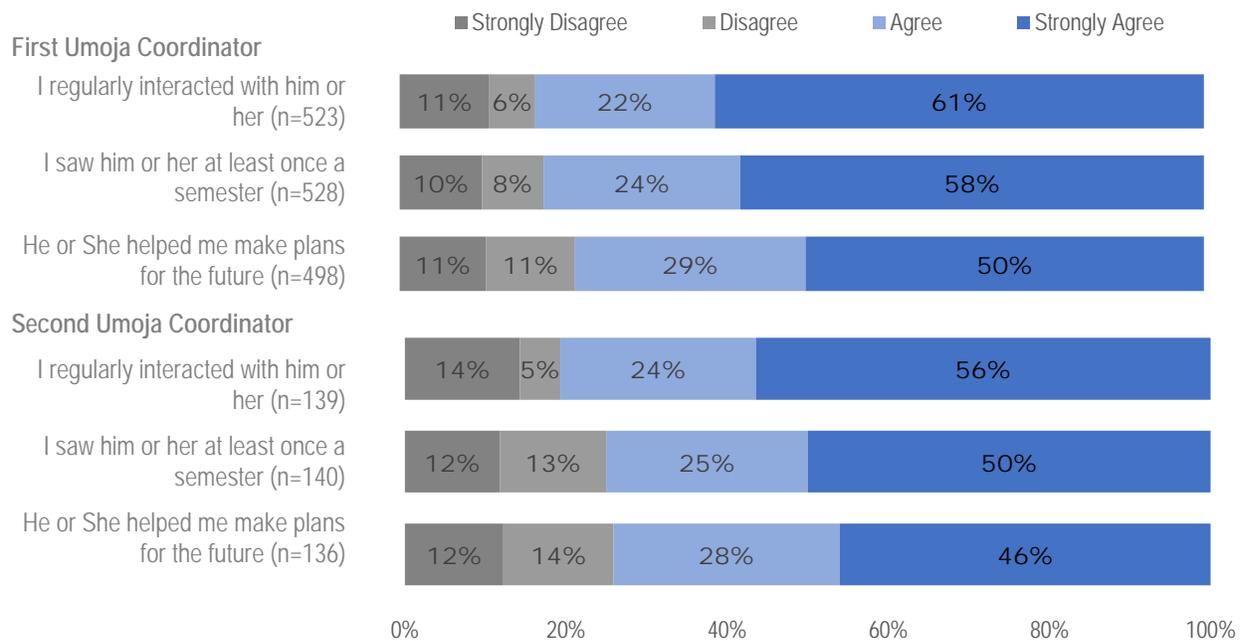
Figure 9: Nearly all respondents said that the Umoja Program features were very important to academic success.



Umoja Coordinator

Respondents evaluated their interactions with their Umoja program coordinators; for those 24 campuses that have two coordinators, respondents were asked to evaluate their interactions with both coordinators (see Figure 10). Over three-fourths of respondents agreed or strongly agreed that they regularly interacted with their coordinator, saw their coordinator at least once a semester, and that their coordinator helped them make plans for the future.

Figure 10: Over three-fourths of respondents agreed or strongly agreed that their Umoja Coordinator(s) helped them make plans for the future.



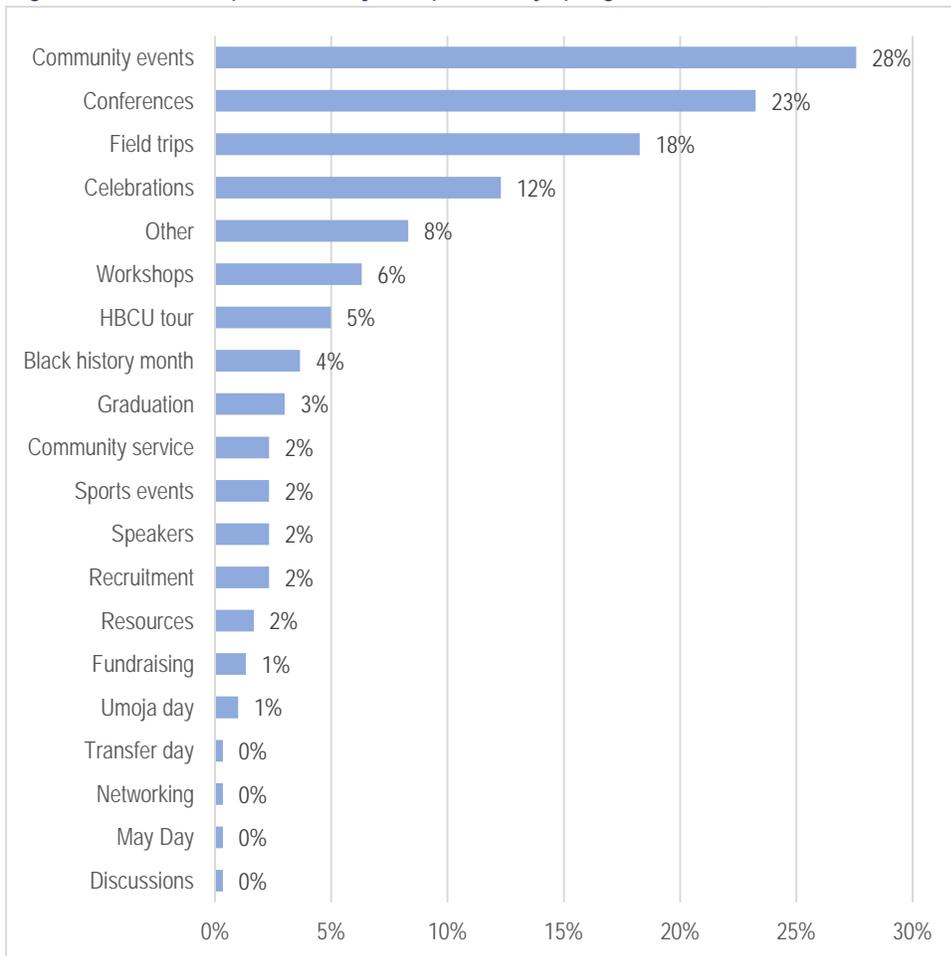
Participation in Individual Counseling Sessions

Over four-fifths (85%) of respondents indicated that they had participated in individual counseling sessions in the past year. Respondents who participated in individual counseling sessions were asked what were the most helpful or successful parts of their individual counseling sessions; two-thirds (65%) mentioned help with academics, and a nearly a third (28%) mentioned support.

Participation in Campus Umoja Program Events

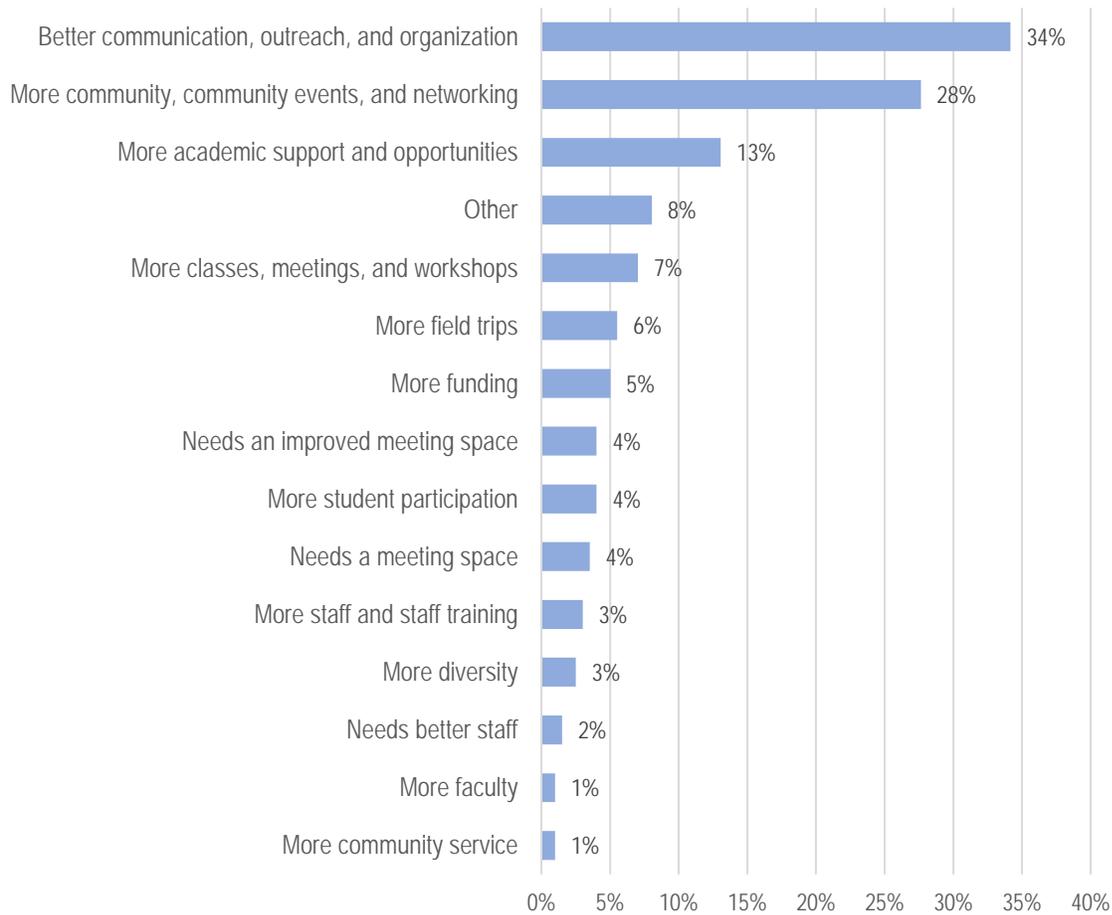
Nearly two-thirds (62%) of respondents indicated that they participated in events sponsored by their campus Umoja program. Respondents described events in which they participated, that were sponsored by their campus Umoja program. A fourth (28%) of respondents indicated that they participated in community events sponsored by their campus Umoja program, a fourth (23%) mentioned conferences, 18 percent mentioned field trips, and 12 percent mentioned celebrations (see Figure 11). Nearly half (47%) of respondents who participated in events sponsored by their campus Umoja program mentioned community-building events as the most successful or useful parts of their campus program events, distantly followed by educational events (11%), and supportive events (10%).

Figure 11: Events sponsored by campus Umoja programs (n=301)



Respondents had the opportunity to make suggestions for improving their campus Umoja program; a third (34%) suggested that their campus program could be improved with better communication, outreach and organization, a fourth (28%) suggested that their campus program would be improved with more community, community events and networking, and 13 percent suggested that their campus program would be improved with more academic support and opportunities (see Figure 12).

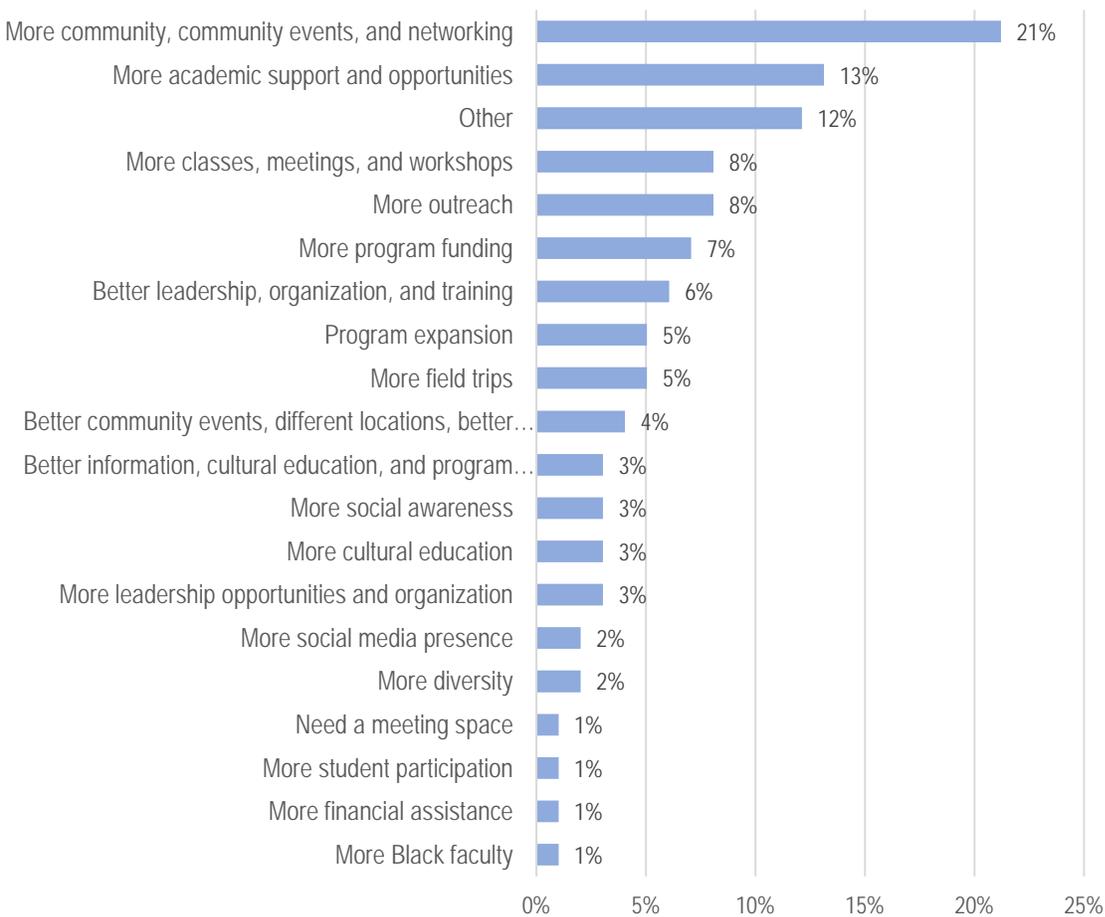
Figure 12: Suggestions to improve campus Umoja program (n=199)



Participation in Statewide Umoja Community Events

Over half (53%) of respondents indicated that they participated in Statewide Umoja Community events. Four-fifths (84%) of respondents who participated in Statewide Umoja Community events attended the annual conference, a fourth (25%) attended the Northern regional symposia, and a fifth (18%) attended the southern regional symposia. Respondents who attended an event described the most successful or useful parts of these Umoja Community events; over a third (40%) mentioned community and networking, and 11 percent mentioned speakers. Some respondents offered suggestions for improving the Statewide Umoja Community; a fifth (21%) suggested that Umoja Community could be improved with more community, community events and networking, and 13 percent suggested that the Umoja Community would be improved with more academic support and opportunities (see Figure 13).

Figure 13: Suggestions to improve the Statewide Umoja Community (n=99)



In sum, Nearly all respondents indicated that they agreed or strongly agreed that they had positive and supportive experiences with other students and instructor during their Umoja courses. Nearly all respondents agreed or strongly agreed that: the skills learned in Umoja are transferable (90%); and that the program has been effective in improving their views regarding their ability to take charge of their future (89%), empowering their next steps to transfer (88%), and the curriculum is relatable (86%). Nearly all respondents indicated that the Umoja program features were either important or very important.

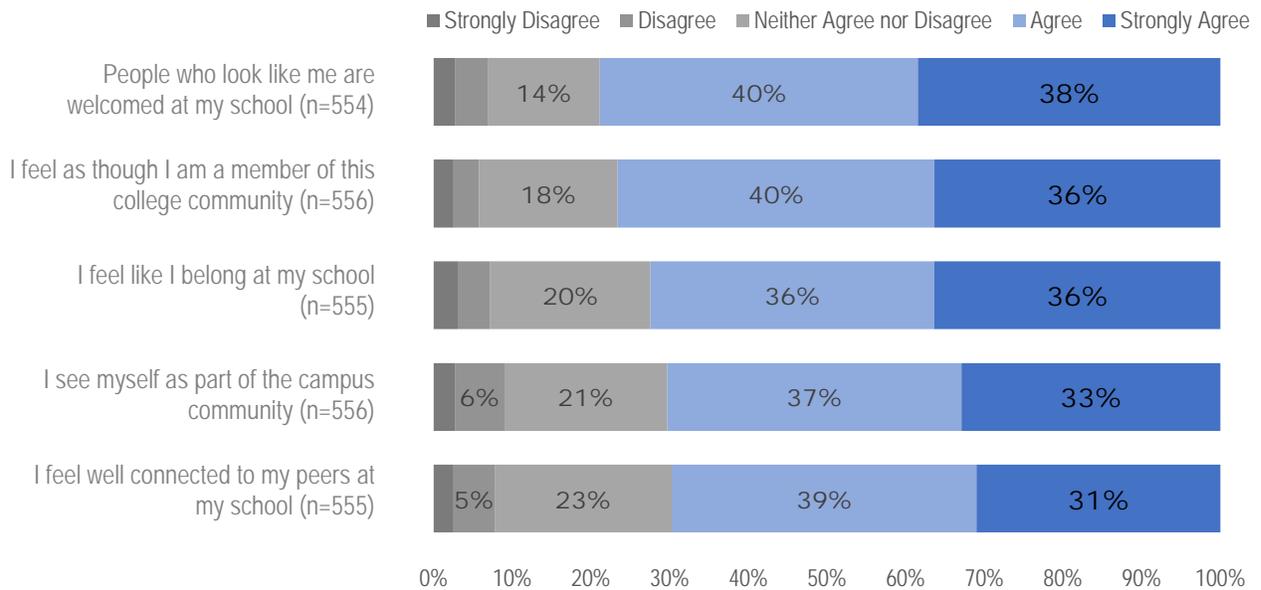
Short-Term Outcomes

The student survey also measured short-term outcome indicators that were identified in the logic model.

Sense of Belonging

Survey respondents were asked to rate how connected they feel to their campus community through a series of questions designed to measure a sense of belonging. Over two-thirds indicated that they either agreed or strongly agreed with all of the statements (See Figure 14).

Figure 14: Over two-thirds of respondents agreed or strongly agreed with all of the measures of sense of belonging.



Racial Climate

Students’ perceptions of the racial climate at their campuses were assessed using two sets of questions; the first group focuses on racial conflict, and the second group focuses on the perception of micro-aggressions.

First, respondents rated a series of statements regarding the racial/ethnic conflict on their campus. For the first statement, “there is a lot of racial conflict on campus,” the majority (62%) of students disagreed or strongly disagreed with that statement. For the second statement, “there is little trust between minority student groups and campus administration,” less than half (44%) of students disagreed or strongly disagreed with that statement. For the final statement, “students of different races or ethnicities communicate well with one another,” a majority (52%) of students either agreed or strongly agreed with that statement. However, for all three statements, a third of the respondents chose the middle option, neither agreeing or disagreeing (see Figures 15 and 16).

Figure 15: The majority of respondents disagree or strongly disagree that there is a lot of racial conflict on campus.

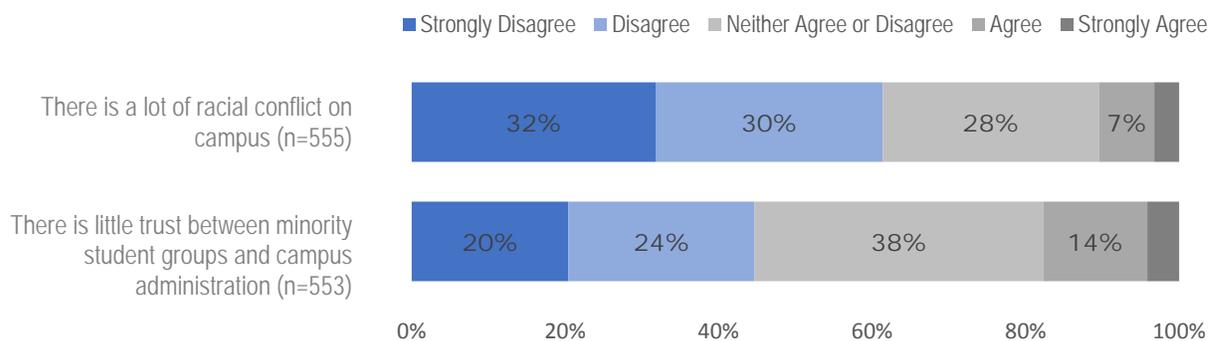
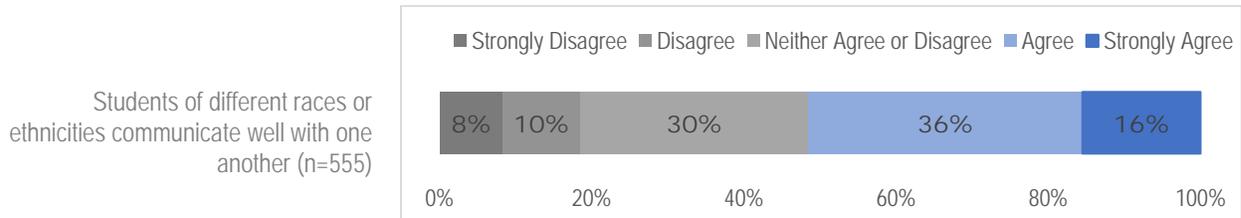
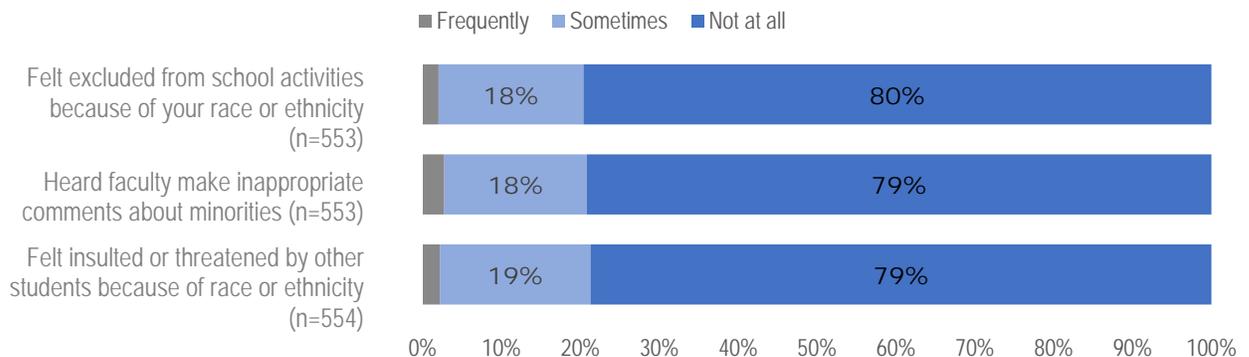


Figure 16: The majority of respondents agreed or strongly agreed that students of different races or ethnicities communicate well with one another.



Secondly, students reported how often they felt insulted or threatened by other students because of their race or ethnicity, how often they felt excluded from school activities because of race or ethnicity, and how often they heard faculty make inappropriate comments about minorities. For all three questions, four-fifths of respondents selected “not at all”, and nearly a fifth indicated that they sometimes had these experiences (see Figure 17).

Figure 17: Four-fifths of respondents indicated that had not experienced micro-aggressions at all, while nearly a fifth sometimes experienced micro-aggressions.

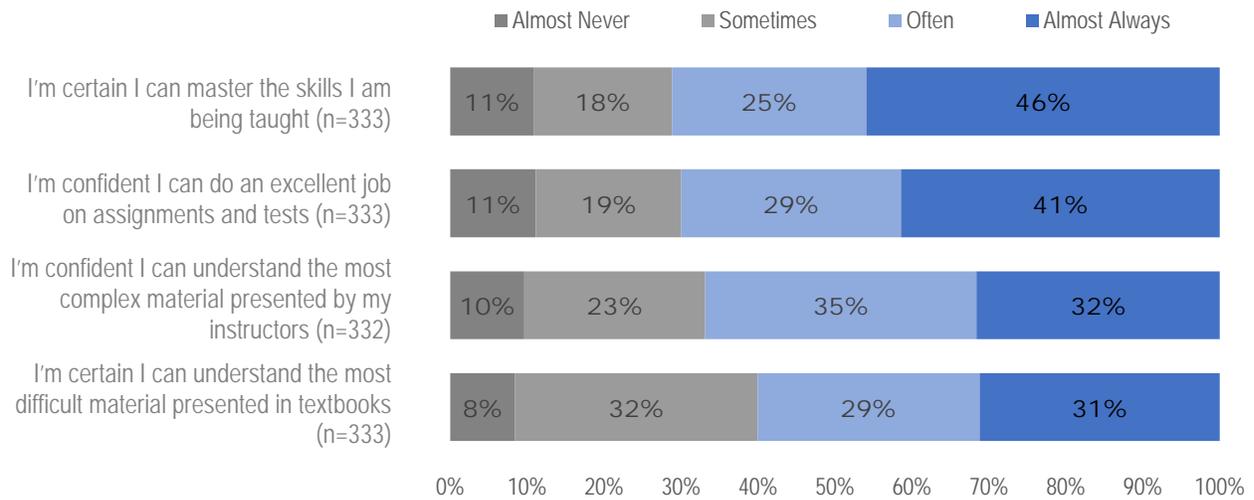


Self-Confidence

Academic self-efficacy

Academic self-efficacy of respondents was measured with three questions about their perceived capacity to understand and complete their assignments. These questions were only asked of students who indicated that they were taking Umoja courses this semester. Well over half of the respondents indicated that they are often or almost always confident that; they can master the skills they are being taught (71%), they can do an excellent job on assignments and tests (70%), they can understand the material presented by their instructors (67%), and they can understand the material in their textbooks (60%) (see Figure 18).

Figure 18: Over half of respondents are confident that they can understand and complete their assignments.



Ease of transition

Two sets of questions were designed to assess how difficult it has been for respondents to transition to an academic role. The first three items measure the student's ability to manage resources and the next five items measure the cognitive mapping that occurs as a student transitions into the academic role. More than half of the respondents indicated that it was difficult or very difficult for them to; manage time effectively (67%), manage money effectively (59%), and stay on schedule with class deadlines (53%), indicating that the participants are struggling with managing resources. In contrast, more than two thirds of respondents said it was easy or very easy for them to; get to know your way around the campus (87%), communicate with your instructors (77%), and to make new friends (72%), and more than half (59%) of respondents indicated that it was easy or very easy for them to seek help when they need it. The responses to these four items indicate successful cognitive mapping for respondents (See Figures 19 and 20).

Figure 19: More than half of respondents reported difficulty managing resources.

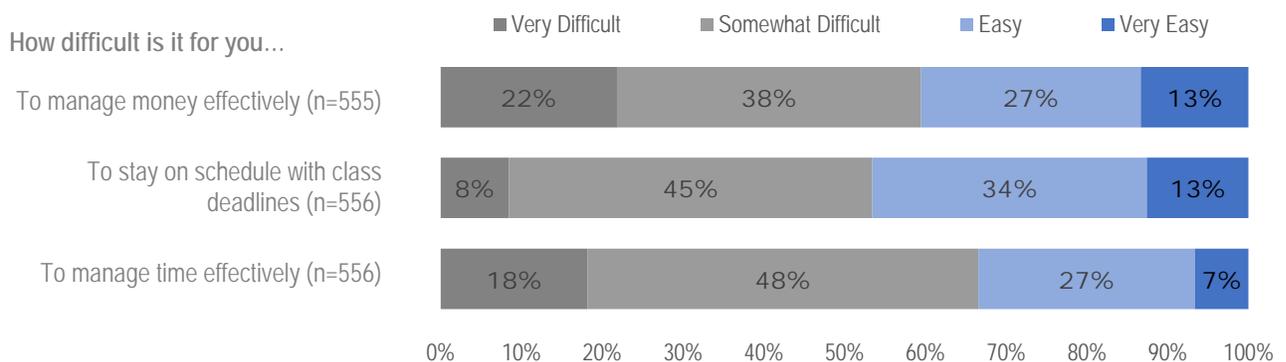
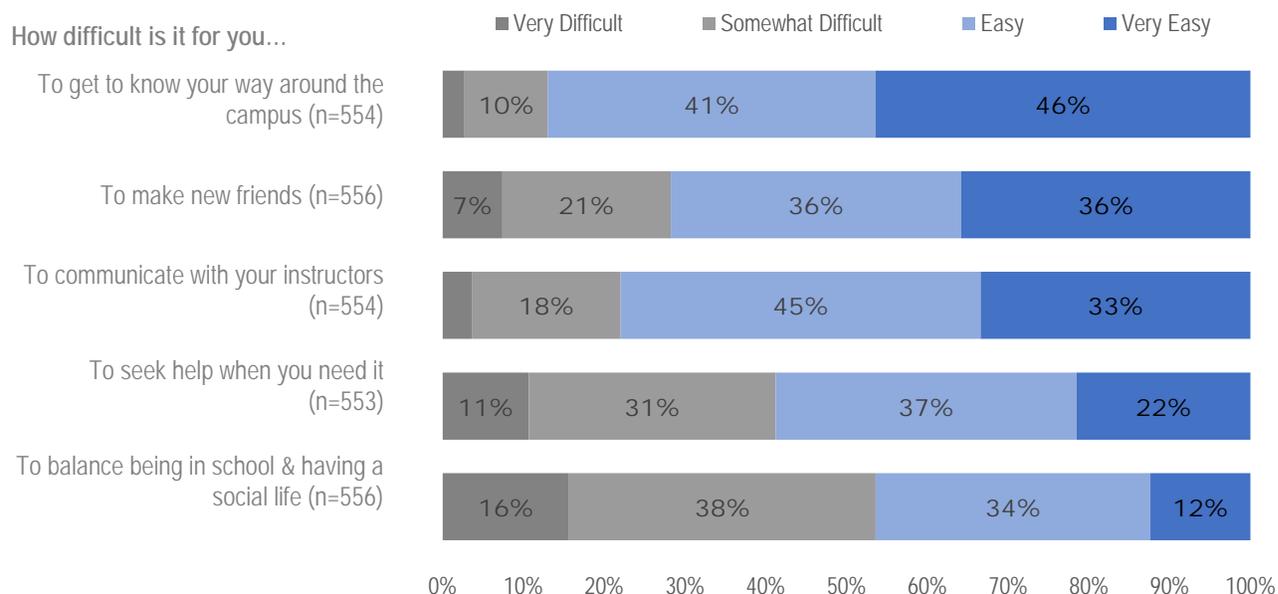


Figure 20: Over two-thirds of respondents reported that it was easy or very easy to get to know your way around campus, make new friends, and communicate with your instructors.



III. Comparison of Student Short-Term Outcomes

Increased Student Engagement

Two data sources were used to measure increased student engagement; first, from the UCEF, we examined data on participation in Statewide Umoja Community events; secondly, we examined data on from the Umoja student survey assessing the impact of Umoja program activities.

Participation in Statewide Umoja Community Events

One measure of student engagement was participation in the four events hosted by the Statewide Umoja Community: the Summer Institute, the Northern and Southern regional symposia, and the annual conference. Table 4 displays the number of faculty and student participants for each year from 2011 to 2017. The numbers of participants for the regional symposia were not available broken out by Northern and Southern regions for 2011-2013, so the numbers are combined for all years in Table 4. The number of faculty who attended the Summer Learning Institute has increased by 120 percent 2011 and 2017, while maintaining a consistent mix of one-third continuing faculty and two-thirds new faculty. The number of students and faculty attending the regional symposia has nearly tripled (260%) between 2011 and 2017. Likewise, the number of students and faculty attending the annual conference has nearly quadrupled (380%) between 2011 and 2017.

Table 4: Number of participants in Statewide Umoja Community events

	2011	2012	2013	2014	2015	2016	2017	% change from 2011 to 2017
Summer Institute	50	50	50	60	60	100	110	120%
Symposium	125	125	150	450	450	450	450	260%
Conference	250	300	380	350	700	1,000	1,200	380%

Source: Umoja Community Education Foundation.

Additionally, there were several measures in the student survey designed to measure the impact of the Umoja program on student engagement. To analyze the student survey outcome data, we created an identifying variable to split the survey respondents into two groups: students who were in their first semester of college (and in their first year of Umoja) and those students who were not in their first semester at college (and in their first or later year of Umoja). We created scales for all question sets for all of the outcome indicators discussed above in order to measure differences between the two groups, and these scales were used to test mean differences between the two comparison student groups. (see Appendix Table C for reliability analysis)

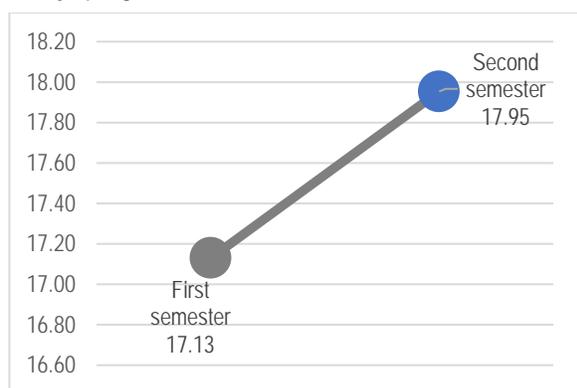
Umoja Program

There were statistically significant differences for two or our three measures of the Umoja program: For the measure of the effectiveness of the Umoja program, there was a difference in the average score between the two groups: students in their first semester had an average score of 17.13, while students in their second semester or more had an average score of 17.95. For the measure of the importance of Umoja program activities, students in their first semester had an average score of 24.30, while students in their second semester or more had an average score of 25.65.

The average score for the third measure of the Umoja program, the quality of interactions during Umoja courses was higher for students in their second semester or more (31.63) than students in their first semester (30.71); however, the result was not statistically significant. The average score was higher for students in their second semester or more for both of the Umoja program coordinator scales, but the differences were not statistically significant (See Figure 21 and Table 5).

Figure 21: Students in their second semester or more had higher average scores on both the Umoja program scale and the importance of Umoja activities scale than students in their first semester.

Umoja program effectiveness



Importance of Umoja program activities

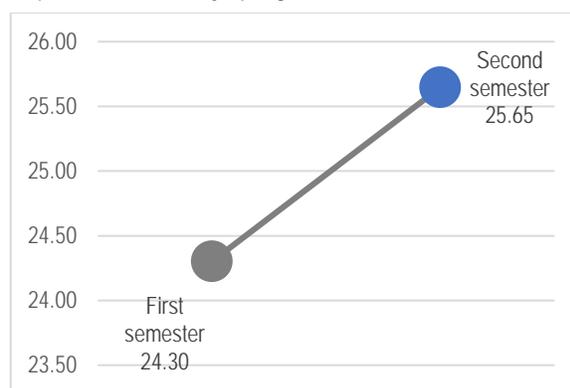


Table 5: Results of t-tests for all short-term outcome indicators in student survey

Outcome	first semester			second semester or later			95% CI for mean difference	t	df
	N	Mean	SD	N	Mean	SD			
UMOJA PROGRAM									
Quality of interactions	132	30.71	4.75	201	31.63	4.18	-1.89, 0.06	-1.85	331
Program effectiveness	170	17.13	3.48	388	17.95	3.15	-1.41, -0.24	-2.75*	556
Importance of activities	169	24.30	3.85	388	25.65	3.64	-2.02, -0.67	-3.94*	555
UMOJA PROGRAM COORDINATOR									
Coordinator 1	161	9.37	2.85	373	9.51	2.85	-0.67, 0.38	-0.54	532
Coordinator 2	33	8.82	2.82	109	9.31	3.05	-1.67, 0.68	-0.83	140
SENSE OF BELONGING									
169	19.20	3.92	387	20.21	4.17	-1.75, -0.27	-2.68*	554	
SELF-CONFIDENCE									
Academic self-efficacy	132	11.39	3.57	201	12.02	3.69	-1.43, 0.17	-1.55	331
Fear regarding educational and career goals	170	4.16	1.90	388	3.91	1.78	-0.08, 0.58	1.49	556
EASE OF TRANSITION									
Managing resources	170	7.12	2.12	388	6.97	2.11	-0.24, 0.52	0.74	556
Cognitive mapping	170	14.11	3.11	387	14.58	3.03	-1.03, 0.08	-1.69	555
RACIAL CLIMATE									
Micro-aggression	169	3.51	0.96	387	3.76	1.25	-0.46, -0.04	-2.30*	554
Racial conflict	169	4.69	1.75	386	4.79	1.95	-0.44, 0.24	-0.56	553

*p < .05

Changes in Student Attitudes

Next we examined the changes in student self-confidence, ease of transition into college life, sense of belonging, and perception of racial climate.

Self-Confidence

Two of the scales measure aspects of self-confidence: academic self-efficacy and fear regarding educational and career goals. For the first scale, academic self-efficacy, students in their second semester or more had a higher average score (12.02) than students in their first semester (11.39), showing greater perceived self-efficacy, although the difference was not statistically significant. For the second scale, fear regarding educational and career goals, students in their second semester or more had a lower average score (3.91), than students in their first semester (4.16), showing a lower fear of failure to reach goals, although the difference was not statistically significant (see Table 5).

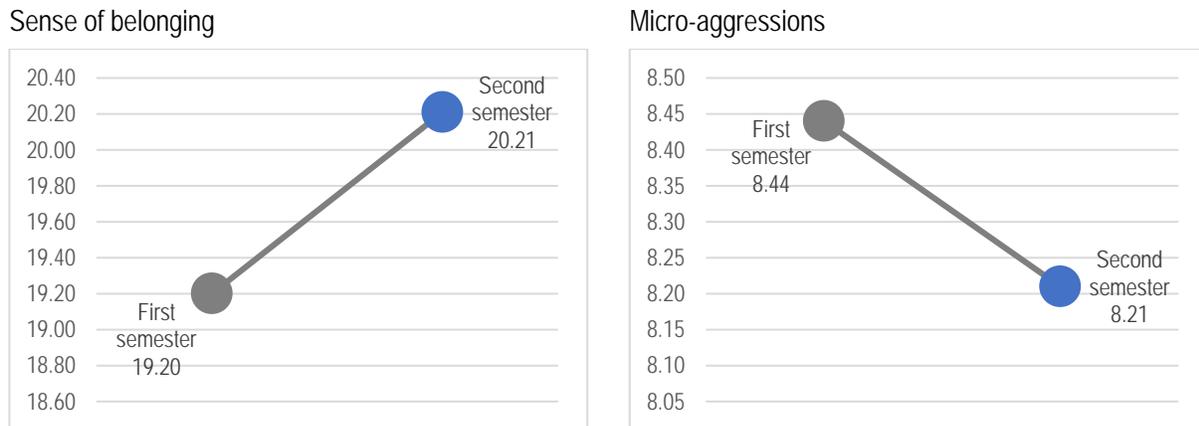
Ease of Transition

Two scales measure different aspects of the ease of transition: managing resources and cognitive mapping. For the first scale, managing resources, the average score for students in their first semester was 7.12, while the average score for students in their second semester or more was 6.97, although the difference was not statistically significant. This highlights an important area where Umoja students may need extra support. For the second scale, cognitive mapping, the average score for students in their second semester or more (14.58) was higher than for students in their first semester (14.11), although the difference was not statistically significant (see Table 5).

Sense of Belonging

There was a statistically significant difference between the two groups for the sense of belonging scale. The average score for students in their first semester (19.20) was less than established students (20.21) showing a stronger sense of belonging for students as they progress from the first semester to the second semester (see Figure 22 and Table 5).

Figure 22: Students in their second semester or more had higher average scores on the sense of belonging scale than students in their first semester. Students in their second semester or more had lower scores on the micro-aggressions scale than students in their first semester.



Racial Climate

We have two scales that measure different aspects of racial climate: micro-aggression and racial conflict. For the first scale, micro-aggression, there was a statistically significant difference between the two groups. For the scale measuring perceived micro-aggression, there was a statistically significant difference between the two groups. The average score for students in their first semester (8.44) was higher than established students (8.21) showing a greater perception of micro-aggression for students as they progress from the first semester to the second semester (see Figure 21 and Table 7). For the second scale, racial conflict, students in their first semester had an average score of 4.69, while students in their second semester had an average score of 4.79 (representing greater perceived racial conflict), although this difference was not statistically significant (see Table 5).

In sum, there were statistically significant differences in terms of Umoja program effectiveness and the importance of Umoja program activities. For the measure of the effectiveness of the Umoja program, there was a difference in the average score between the two groups: students in their first semester had an average score of 17.13, while students in their second semester or more had an average score of 17.95. For the measure of the importance of Umoja program activities, students in their first semester had an average score of 24.30, while students in their second semester or more had an average score of 25.65.

Umoja students who were in their second semester or more showed higher ratings than those Umoja students just entering college in sense of belonging. The difference between the two groups was statistically significant. The average score for students in their first semester (19.20) was less than established students (20.21) showing a stronger sense of belonging for students as they progress from the first semester to the second semester. For the scale measuring perceived micro-aggression, there was a statistically significant difference between the two groups. The average score for students in their first

semester (8.44) was higher than established students (8.21) showing a greater perception of micro-aggression for students as they progress from the first semester to the second semester.

IV. Comparison of Intermediate & Long-Term Student Outcomes

CCCCO Student record data was used for the analyses of intermediate and long-term student outcomes. The analyses were restricted to records that were coded as either “Umoja student” or “not Umoja student”. The data was restricted to new African American students who entered during a fall term between 2011 and 2014. Students cohorts are identified by the fall term during which they entered, from fall 2011 to fall 2014. Additionally, for the persistence and retention analysis, the analysis of students was restricted to those who were enrolled in courses during their first term.

Increased Awareness of Resources

One of the goals of the Umoja program is to help Umoja students navigate the college system by making Umoja students aware of the tools that are available to them as students. Using data from the CCCCCO, we measured the use of student orientation, counseling, and advisement services, as well as use of financial aid.

Student Orientation, Counseling, and Advisement

We compared the participation of Umoja and non-Umoja students in orientation, counseling, and advisement during their first term of enrollment. A third (34%) of Umoja students participated in initial credit orientation services, compared to a fifth of non-Umoja students. Half (50%) of the Umoja students received counseling/advisement services during their first term, compared to 35 percent of non-Umoja students. More than half (55%) of Umoja students developed an educational plan during their first term, compared to 35 percent of non-Umoja students. Umoja students participated in all three type of orientation services at a higher rate that non-Umoja students (see Table 6).

Table 6: Number and percent of students who received services during their first term

First Term Activities		Number*		Percent	
		Umoja	Non-Umoja	Umoja	Non-Umoja
Participated in initial orientation services	Yes	38	816	34%	21%
	No	75	3,140	66%	79%
Received counseling/ advisement services	Yes	57	1,399	50%	35%
	No	56	2,557	50%	65%
Developed an abbreviated and/or a comprehensive educational plan	Yes	62	1,232	55%	31%
	No	51	2,724	45%	69%
	Total	113	3,956	100%	100%

Source: CCCCCO student records.

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

Financial Aid

The students who received some type of financial aid for each cohort of Umoja and non-Umoja students were compared (see Table 7). On average, 95 percent of Umoja students received some type of financial aid compared to 81 percent of non-Umoja students.

Table 7: Financial aid received for Umoja and non-Umoja students (2011-2014)

	Cohort*	Count	Received	
			Financial Aid	Percent
Umoja	2011	73	68	93%
	2012	100	91	91%
	2013	103	85	83%
	2014	141	128	91%
	Total	417	395	95%
Non-Umoja	2011	2,596	2,055	79%
	2012	4,226	2,921	69%
	2013	4,023	2,673	66%
	2014	4,171	2,961	71%
	Total	15,016	12,151	81%

Source: CCCC student records.

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

Increased Academic Performance

The available measures of increased academic performance included; total units attempted and earned, total transferable units attempted and earned; and course success rates for all courses and Umoja courses. The long-term measures of increased academic performance are the progression from Basic Skills to Transfer Level English and Math (as neither term or overall GPA were included within the CCCC data set that was available for analysis).

Total Units Attempted and Earned

We examined the percentage of units earned for Umoja and non-Umoja students for the first two fall and spring terms in which students were enrolled. Table 8 displays the total attempted (Att.) and earned units (Earn.) for each cohort of students. Comparing the average percent of units earned for Umoja students to non-Umoja students, the average percentage of units earned for Umoja students in their first term is 70 percent, which is higher than the average for non-Umoja students in their first term (62%). The average percentage of units earned for Umoja students in their second term (66%) is also higher than that for non-Umoja students in their second term (62%). The average for Umoja students (65%) dips slightly below that for non-Umoja students in the third term (66%), and then climbs back up to 71 percent in the fourth term, vs. 68 percent for non-Umoja students.

Table 8: Units attempted and earned for Umoja and non-Umoja students (2011-2014)

	Cohort*	Fall 1			Spring 1			Fall 2			Spring 2		
		Att.	Earn.	%	Att.	Earn.	%	Att.	Earn.	%	Att.	Earn.	%
Umoja	2011	733	544	74%	840	531	63%	744	441	59%	623	375	60%
	2012	1,146	735	64%	1,047	700	67%	846	547	65%	647	474	73%
	2013	1,171	854	73%	990	626	63%	768	515	67%	688	496	72%
	2014	1,619	1,123	69%	1,501	1,022	68%	1,149	771	67%	898	669	75%
	Total	4,669	3,256	70%	4,378	2,879	66%	3,507	2,273	65%	2,856	2,014	71%
Non-Umoja	2011	20,113	13,427	67%	20,989	13,368	64%	17,461	11,755	67%	14,166	9,508	67%
	2012	29,354	18,347	63%	25,328	15,753	62%	19,295	12,724	66%	15,348	10,410	68%
	2013	28,510	17,096	60%	21,952	13,498	61%	15,610	10,330	66%	11,795	8,116	69%
	2014	33,284	19,761	59%	24,716	14,864	60%	16,822	11,009	65%	11,126	7,787	70%
	Total	111,261	68,632	62%	92,985	57,483	62%	69,188	45,818	66%	52,436	35,822	68%

Source: CCCC student records.

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

Transferable Units Attempted and Earned

The percentage of transferable units earned for Umoja and non-Umoja students were identified for the first two fall and spring terms in which students were enrolled. Table 9 displays the total attempted (Att.) and earned (Earn.) transferable units for each cohort of students. Comparing the average percent of transferable units earned for Umoja students to non-Umoja students, the average percent of transferable units earned for Umoja students in their first term is 71 percent, which is higher than the average for non-Umoja students in their first term (62%). The average percent of transferable units earned for Umoja students in their second term (70%) is also higher than that for non-Umoja students in their second term (63%). The average for Umoja students (67%) dips slightly below that for non-Umoja students in the third term (68%), and then climbs back up to 74 percent in the fourth term, vs. 70 percent for non-Umoja students.

Table 9: Transferable units attempted and earned for Umoja and non-Umoja students (2011-2014)

	Cohort*	Fall 1			Spring 1			Fall 2			Spring 2		
		Att.	Earn.	%	Att.	Earn.	%	Att.	Earn.	%	Att.	Earn.	%
Umoja	2011	378	268	71%	516	332	64%	503	295	59%	472	312	66%
	2012	575	373	65%	685	481	70%	631	426	68%	516	375	73%
	2013	691	521	75%	734	499	68%	623	422	68%	581	426	73%
	2014	935	681	73%	1,041	764	73%	901	643	71%	739	590	80%
	Total	2,578	1,843	71%	2,976	2,075	70%	2,658	1,786	67%	2,307	1,702	74%
Non-Umoja	2011	14,723	9,851	67%	15,007	9,597	64%	13,317	9,094	68%	11,255	7,692	68%
	2012	21,379	13,448	63%	18,279	11,573	63%	14,507	9,716	67%	12,109	8,399	69%
	2013	21,176	12,834	61%	16,040	9,998	62%	11,891	8,046	68%	9,498	6,686	70%
	2014	23,544	13,981	59%	17,172	10,626	62%	12,716	8,583	67%	8,980	6,533	73%
	Total	80,822	50,113	62%	66,497	41,793	63%	52,430	35,438	68%	41,841	29,309	70%

Source: CCCC student records.

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

Course Success

A course success rate was calculated for Umoja and non-Umoja students. Umoja students succeeded in their courses 60 percent of the time compared to non-Umoja students who succeeded in their courses 55 percent of the time (see Table 10).

Table 10: Number and percent of successful courses for Umoja and non-Umoja students (2011-2014)

	Cohort*	Number of courses	Successful courses	Percentage
		2011-2016**	2011-2016**	successful
Umoja	2011	1,622	921	57%
	2012	1,886	1,117	59%
	2013	1,719	1,071	62%
	2014	2,006	1,212	60%
	Total	7,233	4,321	60%
Non-Umoja	2011	39,873	22,452	56%
	2012	45,138	25,454	56%
	2013	35,565	19,375	54%
	2014	32,911	17,339	53%
	Total	153,487	84,620	55%

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

**Fall and Spring terms only. Success based on grade of A, B, C, P, IA, IB, IC, and IPP.

Source: CCCC student records.

Using data collected from Umoja campus coordinators, Umoja courses were identified in the CCCC dataset for 18 of the 55 Umoja CCC campus programs, and a course success rate was calculated for both Umoja courses and non-Umoja courses. Umoja students enrolled in Umoja courses succeeded 73 percent of the time, compared to Umoja students in non-Umoja courses who succeeded in their courses 58 percent of the time (see Table 11).

Table 11: Number and percent of successful Umoja and non-Umoja courses for subset of Umoja campus programs (2011-2014)

	Cohort*	Number of courses 2011-2016**	Successful courses 2011-2016**	Percentage successful
Umoja courses	2011	92	56	61%
	2012	140	108	77%
	2013	123	81	66%
	2014	159	132	83%
	Total	514	377	73%
Non-Umoja courses	2011	317	176	59%
	2012	317	193	61%
	2013	293	164	56%
	2014	361	212	59%
	Total	1,288	745	58%

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

**Fall and Spring terms only. Success based on grade of A, B, C, P, IA, IB, IC, and IPP. Umoja courses identified for the following CCC campuses: Cuyamaca, El Camino, Los Angeles Pierce, Los Medanos, Marin, Mira Costa, Moreno Valley, Napa Valley, Ohlone, Riverside, San Bernardino Valley, San Joaquin Delta, San Mateo, Santa Rosa, Berkeley City, Chaffey, and Cosumnes River.

Source: CCCC student records

Progression from Basic Skills to Transfer Level English and Math

To track progress from Basic Skills to Transfer Level English, the analysis was limited to those students who were enrolled in Basic Skills English in their first term. Table 12 displays the number and percent of students who were enrolled in Basic Skills English in their first term, who successfully progressed to enrollment in Transfer Level English. On average, 60 percent of Umoja students who were enrolled in Basic Skills English in their first term progressed to Transfer Level English, compared to 30 percent of non-Umoja students who progressed to Transfer Level English.

Likewise, to track progress from Basic Skills to Transfer Level Math, the analysis was limited to those students who were enrolled in Basic Skills Math in their first term. Table 12 displays the number and percent of students who were enrolled in Basic Skills Math in their first term, who successfully progressed to enrollment in Transfer Level Math. On average, 18 percent of Umoja students who were enrolled in Basic Skills Math in their first term progressed to Transfer Level Math, compared to nine percent of non-Umoja students who progressed to Transfer Level Math.

Table 12: Progression from Basic Skills to Transfer Level English and Math (2011-2014)

	Cohort*	Basic Skills	Transfer Level	Percent	Basic Skills	Transfer Level	Percent
		English	English		Math	Math	
Umoja	2011	38	30	79%	43	10	23%
	2012	51	27	53%	32	7	22%
	2013	39	24	62%	28	6	21%
	2014	69	38	55%	47	4	9%
	Total	197	119	60%	150	27	18%
Non-Umoja	2011	703	259	37%	826	107	13%
	2012	970	336	35%	1,014	124	12%
	2013	781	205	26%	837	56	7%
	2014	946	210	22%	1,059	50	5%
	Total	3,400	1,010	30%	3,736	337	9%

Source: CCCC student records.

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

Increased Persistence

Persistence rates between the fall and spring semesters for the four cohorts of Umoja and non-Umoja students were examined. Table 13 displays the persistence rates by cohort for each successive spring and fall terms. Persistence rates for Umoja students are considerably higher than persistence rates for non-Umoja students. For the first term, between 82 and 93 percent of Umoja students persisted from the fall to the spring semester. In contrast, between 55 and 73 percent of non-Umoja students persisted from the fall to the spring semester. This pattern of higher persistence rates for Umoja students continues for each successive term.

Table 13: Persistence rates from fall to spring semesters for Umoja and Non-Umoja cohorts of students

	Cohort*	Count	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
Umoja	2011	73	.932	.767	.671	.452	.329	.274	.219	.110	.110
	2012	100	.850	.660	.510	.400	.340	.210	.130		
	2013	103	.816	.592	.515	.369	.320				
	2014	141	.858	.667	.567						
Non-Umoja	2011	2,596	.733	.547	.412	.292	.228	.149	.114	.066	.049
	2012	4,226	.570	.372	.283	.196	.155	.101	.078		
	2013	4,023	.549	.331	.242	.164	.129				
	2014	4,171	.567	.354	.257						

Source: CCCC student records.

Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

Increased Retention

Retention rates between successive fall terms for the four annual cohorts of Umoja and non-Umoja students were examined. Table 14 displays the retention rate for each group by each year and retention

rates for Umoja students are consistently higher than non-Umoja students. Between 59 and 77 percent of Umoja students were retained for one year; in contrast, between 33 and 55 percent of non-Umoja students were retained for one year. Second-year retention rates show a similar gap between Umoja and non-Umoja students: between 36 and 45 percent of Umoja students were retained for a second year, and between 16 and 29 percent of non-Umoja students were retained for a second year.

Table 14: Retention rates from fall to fall for Umoja and Non-Umoja cohorts of students (2011-2014)

	Cohort*	Count	1 year	2 year	3 year	4 year
Umoja	2011	73	.767	.452	.274	.110
	2012	100	.660	.400	.210	
	2013	103	.592	.369		
	2014	141	.667			
Non-Umoja	2011	2,596	.547	.292	.149	.066
	2012	4,226	.372	.196	.101	
	2013	4,023	.331	.164		
	2014	4,171	.354			

Source: CCCCCO student records

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

Increased College Completion

Table 15 displays the number of awards distributed to each of the four Umoja and non-Umoja cohorts of students. For the first three cohorts of Umoja students, the percentage of students who received an award is higher than the percentage for non-Umoja students. The fourth cohort has had insufficient time to accumulate awards.

Table 15: Awards for Umoja and Non-Umoja cohorts of students (2011-2014)

	Cohort*	Count	Associate of Arts degree	Associate of Science degree	Certificate 18 to fewer than 30 units	Certificate 30 to fewer than 60 units	Total**	Percent
Umoja	2011	73	8	2	1	2	13	18%
	2012	100	18	3	0	1	22	22%
	2013	103	9	0	1	0	10	10%
	2014	141	1	0	0	0	1	1%
Non-Umoja	2011	2,596	235	37	28	76	376	14%
	2012	4,226	224	44	30	80	378	9%
	2013	4,023	121	28	26	51	226	6%
	2014	4,171	31	5	6	17	59	1%

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

**Only Chancellor's Office approved awards are included in this table. We have not displayed "Certificate 60 semester units or more" as there were no awards of this type for any of the cohorts.

Source: CCCCCO student records

Table 16 displays the number of transfers to four-year universities for each of the four Umoja and non-Umoja cohorts of students. Focusing on the average number of transfers for Umoja and non-Umoja students, there was a higher average percentage of non-Umoja students (15%) who transferred to four-year university than Umoja students (12%).

Table 16: Transfers to four-year universities for Umoja and Non-Umoja cohorts of students (2011-2014)

	Cohort*	Count	CSU	ISP*	OOS*	UC	Total	Percent
Umoja	2011	73	6	1	1	0	8	11%
	2012	100	10	2	5	2	19	19%
	2013	103	4	3	10	1	18	17%
	2014	141	3	0	2	0	5	4%
	Average	417	23	6	18	3	50	12%
Non-Umoja	2011	2,596	192	76	169	36	473	18%
	2012	4,226	233	113	269	35	650	15%
	2013	4,023	183	82	284	26	575	14%
	2014	4,171	153	79	255	20	507	12%
	Average	15,016	761	350	977	117	2,205	15%

*Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

CSU = California State University, ISP = In-State Private University, OOS= Out-of-State University, UC=University of California

Source: CCCC student records.

In sum, in the analysis of CCCC student cohorts, comparing Umoja students to non-Umoja students, Umoja students out-performed non-Umoja students in the average number of units earned, transferable units earned, course success rate, movement from Basic Skills to Transfer Level English and Math, persistence, retention, and number of awards.

V. Summary & Recommendations

Summary

In summary, although there were limitations to data available for this evaluation, the outcomes measured showed an overall positive impact of the Umoja program on participants.

Using data from the Umoja student survey, we found that Umoja students who were in their second semester or more showed higher ratings than those students just entering college; there were statistically significant differences in terms of Umoja program effectiveness and the importance of Umoja program activities. For the measure of the effectiveness of the Umoja program, there was a difference in the average score between the two groups: students in their first semester had an average score of 17.13, while students in their second semester or more had an average score of 17.95. For the measure of the importance of Umoja program activities, students in their first semester had an average score of 24.30, while students in their second semester or more had an average score of 25.65.

Umoja students who were in their second semester or more showed higher ratings than those Umoja students just entering college. The difference between the two groups was statistically significant. The average score for students in their first semester (19.20) was less than established students (20.21) showing a stronger sense of belonging for students as they progress from the first semester to the second semester. For the scale measuring perceived micro-aggression, there was a statistically significant difference between the two groups. The average score for students in their first semester (8.44) was higher than established students (8.21) showing a greater perception of micro-aggression for students as they progress from the first semester to the second semester.

In the analysis of CCCCCO student cohorts, comparing Umoja students to non-Umoja students,¹³ Umoja students out-performed non-Umoja students in the average number of units earned, transferable units earned, course success rate, movement from Basic Skills to Transfer Level English and Math, persistence, retention, and number of awards.

Limitations

There are some notable limitations to the data: for the Umoja student survey, the generalizability of the survey data to all Umoja participants is unknown, as respondents used an anonymous link to access the survey, and data collection occurred at multiple events and during Umoja courses. For the analysis of the CCCCCO data, the degree to which the Umoja status field in the special populations file accurately captures all Umoja participants is unknown, as attempts to collect students Ids from campus coordinators were unsuccessful. Also, the analyses of the CCCCCO data were limited by the data that was available, which only included new African American students who entered during a fall term.

Recommendations

We recommend that the UCEF should continue to work with campus coordinators to collect and report program-level data on how the Umoja program is implemented across campuses. Overall, attempts to

¹³Umoja and non-Umoja student cohorts were restricted to new African American students who entered during a fall term between 2011 and 2014.

collect this data within this evaluation were not successful but this data remains an important resource for campus coordinators and UCEF to ensure their program model retains fidelity to Umoja students in their programs. We also suggest that the UCEF should work with campus coordinators to collect basic information about each of their programs, and what activities are offered, as well as information on which courses are Umoja courses. The UCEF should continue to work with the Chancellor's Office to refine what data is captured in their system regarding the Umoja program.



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