



# FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

## Student and Support Services

### 2022 - 2023 Self-Study

#### Three-Year Program Review Template

#### Umoja Community Program

#### Division of Counseling and Student Development

#### Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff

SB

involved in the self-study.

#### Participants in the self-study

Kyari Cail, Interim Director


Spencer Butler, Umoja Professional Expert

Dr. Connie Moreno Yamashiro, Director Student Development & Engagement

#### Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Kyari Cail		Interim, Director Umoja	12/20/2022
Printed name of Principal Author	Signature	Title	Date
Dr. Connie Moreno Yamashiro		Director, SDE	12/20/2022
Printed name of Department Manager	Signature	Title	Date
Dr. Jennifer LaBounty		Dean	Dec 20, 2022
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date

  
Gilbert Contreras (Dec 21, 2022 12:51 PST)

Dec 21, 2022

## 1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

**Mission:** Umoja (a Kiswahili word meaning unity) is a community and critical resource dedicated to the growth in retention, transfer, and graduation rates through program activities and mentorship that center Black and African Diasporic culture. Umoja supports the academic success of Black students and Umoja Scholars toward defined educational goals. Like Fullerton College's mission, the program further commits to providing supportive and inclusive environments that promote student empowerment to explore what it means to be successful learners and engaged community members.

**Vision:** Fullerton College will transform lives and inspire positive change in the world. Similarly, Umoja Community Program (UCP) strives to transform lives and inspire positive change for our Black/African American students and Umoja Scholars. Through cultural discussions, academic conferences, and participation in building community and belonging, Umoja promotes holistic practices for Black identity development, connectedness to the Black/African global diaspora, academic success, and personal growth.

**Core Values:** The Umoja Community Education Foundation's core values reflect the core values of Fullerton College as follows:

1. **Equity:** Fullerton College commits to equity for all we serve. Similarly, Umoja Community supports the academic success of all Umoja Scholars and specifically targets a marginalized and disproportionately impacted student population, Black/African students.
2. **Excellence:** Fullerton College honors and builds upon our tradition of excellence. Similarly, Umoja Community supports the persistence and retention of Umoja Scholars and Black/African students toward defined educational goals.
3. **Partnerships:** Fullerton College works together with our educational and community partners. Similarly, Umoja Community commits to collaborating with campuses at a local level so that there is integration of the core Umoja Community with the particular college mission, goals, strategic plan, and student equity efforts.

**College Goals:** The Umoja Community Program aligns with the following college goals:

1. Umoja promotes success for every student through various program services that center a holistic framework to promote campus and community engagement practices, i.e. Porch Talk, Black History Month, etc.
2. Umoja practices the cultivation of a culture of equity, specifically targeting and centering African American/Black students to further close achievement gaps, i.e., transfer, degree completion, graduation, etc.
3. Umoja strengthens connections with the broader community by fostering and rebuilding relationships with staff, counselors, and instructional faculty on campus through the Umoja Support Team and other local community outreach efforts.

## 2.0 Program Description/Data & Trends Analysis

## 2.1 Describe the purpose, components, and staffing of this program.

The Umoja Community Program at Fullerton College is a holistic, student-focused program that prioritizes the increase of academic and sense of belonging for African American/Black students and Umoja Scholars. Specifically, this is amplified through an intentional and comprehensive approach to Scholars' academic, cultural, and personal wellness and development. The primary charge for the program is the academic success and excellence of African American/Black Scholars at Fullerton College through increased retention, persistence, completion, and transfer rates. To complement this goal, identity development is critical to the holistic development of all Scholars. Most importantly, the personal development of the whole Scholar is also a critical goal.

Therefore, the program includes the following components:

- **Academic Counseling** is offered to support Scholars regarding transfer, career development, goal clarification, employment preparation, and readiness. The Academic Counselor further plans, coordinates, and presents College 101 workshops to current and prospective Scholars.
- **Porch Talks** invites Scholars to engage in biweekly to monthly cultural community discussions. Porch Talks are a place where Scholars safely communicate and advocate for themselves.
- **Village Space (Program Center)** is a physical space for Scholars to study, access computers, build connections, and be in community.
- **Conference attendance** for students to promote leadership development, transfer, and professional networking. Conferences include: Umoja State Annual Conference and A2MEND Summit.
- To address the drastic gaps heightened by the COVID-19 pandemic, the **Nourish the Soul \$50 Grocery Gift Card program** was initiated to support the basic needs of most vulnerable Scholars.
- **Laptop Loan Program** is offered on a semester basis to Scholars who have a need in accessing a laptop. The key requirement to access this program services is to be enrolled in 6 units with exceptions considered on a case-by-case basis.
- **Enrichment activities**, i.e., HBCU (Historically Black Colleges and Universities) College Tour. The HBCU College Tour is a direct goal of transfer to a four-year institution. Umoja has supported the California Community College (CCC) Chancellor Office Transfer Admission Guarantee (TAG) program which partners with Historically Black Colleges and Universities (HBCU) by offering an HBCU tour in the past. The HBCU TAG program provides clear transfer pathways for CCC students after completion of an associate degree. We have found that many Scholars are interested in attending HBCU institutions. However, many do not apply or commit to the campuses because they have not had the opportunity to visit the campuses. This will allow our Scholars to make a concrete connection to the sometimes-abstract idea of the types of support and climate afforded by attending an HBCU. This trip will allow students to experience various campus cultures, make connections with like-minded peers, receive admissions and financial aid information from university professionals and receive hands-on support upon return to apply to HBCU institutions. The additional goal is that this tour will alleviate some of the expressed barriers to pursuing an HBCU for transfer. The tour will also allow Scholars to experience an African American historical tour which supports

Umoja's guiding principle: awareness of connectedness to African Diaspora, and would fulfill one of the Scholar's event attendance requirements.

- **Personal Therapy** encourages Scholars to meet one-on-one with a culturally relevant mental health counselor. Also, this service was embedded to provide group psychoeducation and informational workshops with a focus on trauma, stress, anxiety, and other mental health and wellness topics relevant to the Black experience and community.

Furthermore, the program is currently staffed as follows:

- **Director, Student Development & Engagement**, full-time
- **Interim Director, Special Programs Director**, full-time
- **Professional Experts (3)**, part-time
  - **Umoja Professional Expert, Assistant Coordinator:** Assist with program and department leadership with program development, case management, and communication to students, faculty, and staff. The person in this position will also be responsible for data management (scholar master list, tracking program requirements, etc.). Further serves as a resource for scholars new to the college or program.
  - **Umoja Professional Expert, Case Management:** This position is responsible for case management, as well as co-lead student data entry efforts for annual reporting. This position will facilitate and evaluate student needs, action plans, and referrals to on-and-off campus resources. Special emphasis will be placed on supporting and problem-solving efforts that impact scholars' personal and academic success, as well as sense of belonging.
  - **Umoja Professional Expert, Community Outreach/InReach:** This position will focus on the coordination and execution of community outreach events to increase awareness of the program, as well as eligible students. This position will develop partnership with community-based organizations external to Fullerton College to further increase student recruitment, engagement, and sense of belonging. Further support problem-solving efforts that impact scholar's personal and academic success.
- **Program Assistants, Student Hourly (TEA) (2)**, part-time: This position provides general clerical support for the Umoja Community Program. Further assists in research, outreach, and marketing initiatives to support African American/Black and Umoja Scholar community on campus.
- **Umoja Academic Counselor, Adjunct (1)**, part-time: This position will serve Umoja Scholars by offering one-to-one and group guidance regarding the transfer, career development, goal clarification, and employment preparation.
- **General Counselors (2)**, part-time
- **Umoja Embedded Community Therapist, MTEA (1)**, Vacancy, part-time: This position serves Umoja Scholars by offering one-to-one culturally relevant mental health counseling and services. This therapist also provides group psychoeducation and informational workshops focusing on trauma, stress, anxiety, and other mental health and wellness topics relevant to the Black experience/Black community.

- 2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

<b>CURRENT STAFF</b>					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
<b>Managers</b>					
Director, Student Development & Engagement	1	100%	12	Categorical	1.0*
Special Programs Director	1	100%	12	General	1.0
<b>Classified</b>					
N/A					
<b>Faculty (full-time)</b>					
N/A					
<b>Faculty (Adjunct)</b>					
Umoja Adjunct Counselor	1	38%	12	General	0.38
<b>Hourly – Adult</b>					
N/A					
<b>Hourly – Student</b>					
Program Assistant	2	40%	8.8	General	0.4
<b>Professional Experts</b>					
Umoja Professional Expert	2	48%	8.8	General	0.48
Umoja Assistant Coordinator	1	56%	8.8	General	0.56
<b>Medical TEA</b>					
Umoja Embedded Community Therapist (vacant)	1	32.5%	8.8	General	0.32
				<b>Total FTE</b>	<b>4.14</b>

\*Although the Director is employed full time (100%) 12 months out of the year, the Director has duties related to the Student Development and Engagement Department which encompasses the Cadena Cultural Center, Grads to Be Program, LGBTQIA2S+ Resource Program, and Umoja Community Program such that the total FTE of 1.0 is divided between the four programs.

2.3 Other Resources

<b>OTHER RESOURCES</b>				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
<b>Independent Contractors</b>	NA	NA	NA	NA
<b>Volunteers</b>				
N/A	N/A	N/A	N/A	N/A
<b>Interns</b>				
N/A	N/A	N/A	N/A	N/A
<b>Total Hours &amp; Costs</b>		NA	NA	
			<b>Total FTE</b>	<b>NA</b>

- 2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

The current staffing structure for the Umoja Community Program continues to present several challenges. Given that the positions are all temporary for both the Interim Director (Special Projects Director), Adjunct Counselor, and Professional Expert/Hourly staff, staff turnover is frequent. Transitioning from a part-time and temporary staff model to a structure that includes permanent, full-time positions is still critical as highlighted in the previous 2018-2019 program review.

As the Umoja Community Program has transitioned under the new Department of Student Development and Engagement, Umoja no longer operates independently as a standalone student service program. The shift to a new Director of Student Development and Engagement, who also currently oversees three other affinity programs, i.e., Cadena Cultural Center, Grads 2 Be, and LGBTQIA2S+, has presented a greater need for a more appropriate and efficient staffing structure that includes multiple full-time permanent employees in Umoja to alleviate the turnover and improve staff morale.

- 2.5 How many students are served? How has this number changed since the last review?

The average number of students served per year between Fall 2020 to spring 2022 was 216 students, in comparison to the former review of 166 total students for the 2018-2019 academic year. In exact numbers, the peak of students serviced was during the 2020-2021 academic year with 268 students. We believe this surge in service was due to the influx of students seeking basic needs support during the COVID-19 pandemic. Such basic needs service included our Nourish the Soul \$50 Grocery Gift Card Program, Laptop Loan Program, \$125 Textbook Award, etc. Overall, more students are utilizing our tangible services, but the majority are no longer engaging in our events/workshops. This puts a strain on the authentic community-building and enrichment of our program, as the majority of post-COVID Umoja Scholars are only present to access a specific resource, not to engage in the program. Please see the data information below.

The table below highlights the following: Students served in an academic year. The average of 216 listed above was determined by the summation of 2020-2022, divided by 2 years.

<b>Academic Year</b>	<b>Number of Students Served</b>
2018-2019 (former program review)	166
2019-2020	Data not retained/unknown due to shifts in staffing and storage clouds from Google to One Drive.
2020-2021	268
2021-2022	163

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impacted the services of this program?

- The most significant change that impacted our program services was the COVID-19 pandemic. Since the beginning of the pandemic in March 2020, several shifts have taken shape in the program to campus wide, i.e., decrease in student enrollment; abrupt shift in modalities to virtual; and currently the modality shifts to hybrid and in-person services and programming. Even more, the decreased Black student enrollment into the program has been drastic as we have attempted to rebuild our Scholar community despite decreased campuswide enrollment. Overall, these challenges have negatively impacted successful engagement and recruitment of new Scholars.
- The second most significant change that impacted our program services was the racial injustice surrounding the George Floyd murder on May 25, 2020. A short two months after campus closure due to the COVID-19 pandemic, students were facing a technological and economic divide that was only exacerbated by the abrupt closure. This event further strained their well-being and academic journey as desensitizing public rhetoric and viral imagery/videos of anti-Black police and societal violence further added to the communal trauma for the Black community and those close to it. Shortly after Fullerton College publicized an Anti-Racism Statement, the NOCCCD created [Resolution No. 19/20-24, Affirm that Black Lives Matter](#). Over time as many non-Black student and faculty/staff members looked to Umoja for direction and understanding, emotional and mental burnout of program staff grew. Additionally, our Black student engagement decreased over time.
- The Umoja staffing structure has consistently fluctuated and shown levels of instability since the 2018-2019 academic year. All staffing positions are still temporary, part-time, and not benefited. The primary exception is the appointment of the Interim Director (Special Projects Director) since they are classified as full-time and partially benefited. The following timeline of consistent fluctuations has led to low team morale.
  - In the 2018-2019 academic year, three part-time Umoja Coordinators operated the program with the vacancy of a Project Manager.
  - In Fall 2019, the recruitment and onboarding of a Project Manager was established, as well as the retention of two part-time Umoja Coordinators.
  - In March 2020, two part-time Coordinators resigned and transitioned out of Umoja and the Fullerton College campus. One part-time Umoja Coordinator was hired within the same week.
  - In September 2020, a second part-time Umoja Coordinator was recruited and onboarded.
  - In February 2021, the Embedded Community Therapist was recruited and onboarded.
  - In July 2021, the Special Projects Manager was promoted to Special Projects Director or “Umoja Director”.
  - In August 2021, the appointment of the Vice President of Student Services to Interim President of Fullerton College yielded a shift in the Umoja reporting structure. Specifically, the Dean of Student Support Services changed to Interim Vice President of Support Services. Therefore, Umoja’s direct report became the Interim Dean of Student Support Services.
  - In February 2022, the former Umoja Director resigned and transitioned.

- On March 1, 2022, the former Umoja part-time Coordinator was appointed to Interim Director (Special Programs Director).
- On March 15, 2022, Umoja further shifted under a new Department of Student Development & Engagement and Dean of Counseling and Student Development.
- On April 27, 2022, the second and remaining Umoja part-time Coordinator concluded their 38.5 weeks per district guidelines. This resulted in a vacancy for both part-time Umoja Coordinator positions. As we prepared to recruit and onboard the new, full-time Coordinator for the 2022-2023 academic year, that process was halted by District to be revisited in Fall 2022.
- In June 2022, the Embedded Umoja Community Therapist resigned and transitioned. In summary, this position provided one-on-one culturally relevant mental health counseling and services, as well as provided group psychoeducation and information workshops with a focus on trauma, stress, anxiety, and other mental health and wellness topics relevant to the Black/African Diasporic experience and community. This position is currently vacant.
- In September 2022, two Umoja Program Assistants (TEA) were recruited and onboarded to support the day-to-day operations of the program. In summary, the Umoja Program Assistants provide general administrative support for the program: assist in research, outreach, and marketing initiatives to support African American/Black and Umoja Scholars community on campus. However, one Program Assistant has resigned and transitioned, leaving a vacancy in the Program Assistant staffing role.
- In November 2022, two Umoja Professional Experts were recruited and onboarded to support case management, community outreach and InReach efforts. Although classified per District as Project Coordinator and Project Manager, neither position is to be confused with the former part-time Program Coordinator.
- In December 2022, NOCCCD approved the hiring process to begin for a full-time Student Services Coordinator.
- Program funding shifted from Student Equity (Categorical) funds to the General Fund in 2021-2022, which institutionalized the program.
- Student enrollment and engagement data shifted for several reasons, but not limited to, the following:
  - During the first year of the COVID-19 pandemic, the number of students serviced peaked at 268 students in 2020-2021. The following year we instituted an Active Scholar agreement after identifying that our demand for tangible basic needs support spiked, but our engagement in events/workshops declined. We hoped that by incentivizing our basic needs support we could garner more engagement in the events. Unfortunately, this agreement did not increase event engagement. Additionally, student engagement across campus has declined due to the nature of modality shifts in many classes being remote/online. Many students have expressed technology burnout and no desire to do co/extracurricular activities on a laptop/computer. Furthermore, of the students who are enrolled, they may struggle with finding reason to engage with in-person or virtual events due to low campus-wide enrollment negatively impacting overall student culture and life. Finally, due to Umoja now being primarily accessed for its tangible resources and not its culturally



enriching or community-building foundation, prospective scholars who are either apart of or interested in the Black/African community may feel that the program no longer serves those who it was intended do. During this time of transition, our program is strategizing ways to increase community and fully engage our Umoja Scholars once again.

- The Umoja Community Program Village Space changed when moved from Building 500, Room 513 to Building 1900, Rooms 1903-04. This new temporary Village Space provided a significant improvement to the physical space for program operations and student support. Tentatively planned for Spring 2024, Umoja will physically transition again to the new Chapman Newell building.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

The following variables have an impact on the effectiveness of the Umoja Community Program:

- **NOCCCD COVID-19 Vaccine Mandate:** The implementation of this District mandate in response to the COVID-19 Pandemic yielded student concern surrounding access and enrollment to Fullerton College, particularly surrounding religious and/or medical exemptions.
- **Student Equity and Achievement Committee 2.0:** Umoja contributed to the drafting stage of the 2.0 strategic plan in which Black/African American students were identified as the primary population for 2023-2025.
- **Funding Support:** Program funding shifted from Student Equity (Categorical) funds to the General Fund in 2021-2022, which institutionalized the program.
- **Chapman Newell:** The completion of this project will provide a permanent program center.

2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

The following is a summary of the data collection and assessment listed in Section 4.0 for our program outcomes.

Program Outcome	Data Collection	Assessment Completion
Provide opportunities for students to explore various facets of their identity development through workshops focused on intersectionality and cultural awareness.	MIS Reporting, end of following semesters: Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022	<p>Don't Touch My Hair: A Discussion on Black Natural Hair and Natural Hair Discrimination (September 23, 2019)</p> <p>Insecure: Deconstructing Millennial/Gen Z Black Relationships (October 22, 2019)</p> <p>You Belong: Imposter Syndrome and Stereotype Threat (September 28, 2020)</p>

		UndocuBlack Entrepreneurs Talk (February 3, 2021)  Demystifying the Myth of the Strong Black Wxman (March 21, 2021)
Establish textbook lending library for students who lack the financial resources necessary to purchase required textbooks.	Unknown: Data does not exist in archive files via Google Drive.	Unknown: Data does not exist in archive files to communicate the start date of Textbook Lending Library, nor the dates when data was collected and assessed. Additionally, the “library” was halted in Spring 2020 due to COVID-19 pandemic.
Students will be able to develop an educational plan with an Umoja counselor and use it in appropriate courses each semester.	The initial data collected in November 2022 did not show a correlation between Educational Plans created via an Umoja Counselor, prompting an additional data request. The data was not collected as the Office of Institutional Effectiveness could not fulfill additional requests due to high demand.	N/A
Students will be able to reflect on their identity and describe areas of intersectionality in their own development.	As a result of the COVID-19 pandemic, data was not analyzed due to engagement decline. Additionally, coordinators were not instructed to complete assessments as our program was over capacitated with the influx of basic needs requests and support.	N/A

### 3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

A primary strength of the Umoja program lies in the recurring community building conversations and safe space for Black/African Diasporic students, i.e., Porch Talk. Please review the following additional strengths below:

- Recurring basic needs support services, i.e., Nourish the Soul \$50 grocery gift cards.
- Embedded Academic Counselor who supports students’ academic persistence and retention with an ethic of care.

- Culturally responsive program serving disproportionately impacted communities: African American/Black students, African American/Black male students, and students of color.
- Standalone Umoja Village Space where students can be in community, study, receive academic, personal, and professional resources.

### 3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

As stated in section 2.6, the most significant change that impacted our program services was the COVID-19 pandemic. Since the beginning of the pandemic in March 2020, several shifts have taken shape in the program to campus wide, i.e., decrease in student enrollment; abrupt shift in modalities to virtual; and currently the modality shifts to hybrid and in-person services and programming. Even more, the decreased Black student enrollment into the program has been drastic as we have attempted to rebuild our Scholar community despite decreased campuswide enrollment. Overall, these challenges have negatively impacted successful engagement and recruitment of new Scholars.

- Full-time Program Coordinator remains vacant with a pending/onboarding timeframe of Spring 2023.
- The Umoja statewide program and [Memorandum of Understanding](#) require that local programs implement a learning community component. While Umoja made progress in identifying an Ethnic Studies class since Spring 2018 for Umoja students to have reserved seating, enrollment has continued to be a challenge. Specifically, the Ethnic Studies and Counseling departments had an agreement to reserve and enroll a certain number of Umoja Scholars (approximately 15) for two designated courses, ETHS 130 and COUN 151. Throughout the COVID-19 pandemic, Umoja continued to experience low enrollment in both courses for various semesters, halting our program plan to reintroduce future cohorts until Fall 2023 tentatively.
- Mental health and basic needs concerns have continued to grow. Although Umoja was able to onboard and recruit an Embedded Umoja Community Therapist in Spring 2021, Scholars have expressed various concerns about Student Health Services and Behavioral Health Services. The primary concerns that Scholars have voiced are the lack of representation of Black therapist, scheduling appointment challenges, paperwork/intake requirements, and staff professionalism. These results have deterred Umoja Scholars from seeking further mental health support at Fullerton College. Additionally, Umoja staff can confirm and are currently amplifying the gaps described to campus leadership.
- The frequent staff transitions and high turnover have yielded continuous case management shifts. Additionally, the former staff members from 2018-2020 have documented that the limitations of staffing and physical space interfered with the creation of a consistent case management model. As these former Coordinators transitioned out, the Coordinators hired during the COVID-19 pandemic were over-capacitated and unable to develop a fully functional case management model. As of October 2022, we have recently hired an Umoja Professional Expert for Case Management. However, we are unclear on the sustainability of this role beyond June 30, 2022, as this is a temporary, part-time professional expert position.

### 3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

Several opportunities exist for the Umoja Community Program. First, the current Umoja Village Space (temporary swing space) can potentially increase scholar engagement, participation, and sense of belonging. As Umoja continues to be a safe space for Black/African American students, the Village Space also curates a Black student-focused learning and cultural environment. As the program plans to physically move to a permanent home at Chapman Newell, the key premise that will increase positive opportunities for learning and holistic development is centering a safe, authentic space of belonging.

Additionally, establishing equitable processes for the recruitment and onboarding of full-time, permanent staff positions are essential to the success of the program. Not only do scholars need to be represented through program staff, such staffing is also needed to meet the changing demands of the program. For example, the recent approval in Fall 2022 for the Student Services Umoja Coordinator is underway for Spring 2023. This long-awaited position will support the day-to-day operations of the program and its physical space. Even more, the recruitment and onboarding of a Student Services Specialist and Wellness Specialist are also critical to the day-to-day logistics and holistic support of scholars, especially surrounding mental health and wellness with a Black/African diasporic lens.

### 3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

Based on the analysis in 2.1 through 2.8, several challenges continue to exist and persist for the Umoja Community Program.

- The decline in District and campus enrollment, mainly due to COVID-19 has continued to impact Black student enrollment into the program. Specifically, this decline in enrollment halted our effort to increase “Umojafied” Counseling and Ethnic Studies courses led by our Adjunct Counselor. Even more, enrollment decline has directly impacted scholar participation and engagement overall.
- As expressed in Section 4.8 B, Scholars, staff, and faculty input illustrates our success in creating a safe space on campus through our recurring event known as Porch Talk. Being that Porch Talk has defined Umoja as a signature safe space on campus, it has created an avenue for staff, faculty, and students to find solace and advocacy regarding various campus issues and inequities, burdening our program staff. Additionally, supporting faculty and staff across campus on issues and inequities has minimized the essence and mission of being a culturally focused Black/African Diasporic space and program for students.
- The mental health and wellness of scholars and staff have continued to present challenges surrounding equitable support, as well as practices that are equity-minded and culturally competent. As scholars express their concerns surrounding representation in mental health services, sense of belonging at Fullerton College, emergency housing, and other basic needs items.
- The Umoja staffing structure has consistently fluctuated and shown levels of instability since the 2018-2019 academic year. All staffing positions are still temporary, part-time, and not benefited. The primary exception is the appointment of the Interim Director (Special Projects Director) since they are classified as full-time and partially benefited.

## 4.0 Outcome Assessment

**Note:** Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below. **(2019-2022)**

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	Provide opportunities for students to explore various facets of their identity development through workshops focused on intersectionality and cultural awareness.	<p>Don't Touch My Hair: A Discussion on Black Natural Hair and Natural Hair Discrimination (September 23, 2019)</p> <p>Insecure: Deconstructing Millennial/Gen Z Black Relationships (October 22, 2019)</p> <p>You Belong: Imposter Syndrome and Stereotype Threat (September 28, 2020)</p> <p>UndocuBlack Entrepreneurs Talk (February 3, 2021)</p> <p>Demystifying the Myth of the Strong Black Wxman (March 21, 2021)</p>	MIS Reporting, end of following semesters: Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022	<p>Shift in modality from in-person to virtual due to COVID-19.</p> <p>Attendance decreased (regardless of modality) due to COVID-19 and virtual-only services.</p>	6 semesters
2.	Establish textbook lending library for students who lack the financial resources necessary to purchase required textbooks.	Unknown: Data does not exist in archive files to	Unknown: Data does not exist in archive	Once COVID transition happened and modality	N/A

		communicate the start date of Textbook Lending Library, nor the dates when data was collected and assessed. Additionally, the “library” was halted in Spring 2020 due to COVID-19 pandemic.	files via Google Drive.	changed to virtual, the Umoja Textbook Award grant of \$125.00 was distributed at the beginning of each semester: Spring 2021, Fall 2021, Spring 2022, Fall 2022.	
3.	Students will be able to develop an educational plan with an Umoja counselor and use it in appropriate courses each semester.	The initial data collected in November 2022 did not show a correlation between Educational Plans created via an Umoja Counselor, prompting an additional data request. The data was not collected as the Office of Institutional Effectiveness could not fulfill additional requests due to high demand.	N/A	N/A	N/A
4.	Students will be able to reflect on their identity and describe areas of intersectionality in their own development.	N/A	As a result of the COVID-19 pandemic, data was not analyzed due to engagement decline. Additionally, coordinators were not instructed to complete	N/A	N/A

		assessments as our program was over capacitated with the influx of basic needs requests and support.	
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4.2 Assessment: Complete the expandable table below. **(2022-2025)**

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	80% of Umoja Scholars will meet with an Umoja Counselor once a semester to update their educational plan (abbreviated, comprehensive) and ensure progress.	At the conclusion of each semester 80% of Scholars will have an updated educational plan.	Create SARS schedule/reason Code to communicate <i>Umoja Ed Plan</i> and collect data at the end of semester.	Yes	Timely persistence towards graduation and/or transfer.
2.	80% of new Students who enroll in Umoja without an educational plan will develop a comprehensive educational plan from an Umoja Counselor by the end of the first semester of enrollment.	At the conclusion of the semester 80% of Scholars will have a comprehensive ed plan on file.	Create SARS schedule/reason code to communicate <i>Umoja Ed Plan</i> and collect data at the end of semester.	Yes	Timely persistence towards graduation and/or transfer.
3.	90% of Umoja Scholars will be able to access the Nourish the Soul grocery gift card basic needs service biweekly each semester.	When 90% of Scholars who express food insecurity received a Nourish the Soul gift card.	Track who expresses food insecurity needs and who applied for the gift card.  Review and submit for MIS reporting per semester.	Yes	Umoja contributes to the food security of their students.

4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

With a holistic assessment, the impact of COVID-19 resulted in a negative effect on the modality, frequency, and areas of growth for such outcomes listed during our previous 2018-2019 program review. The severe Black student enrollment decline, lack of student life and sense of belonging, and technological burnout has negatively impacted our program engagement. However, please see the following improvements identified based on such challenges.

- **Provide Workshop Opportunities:**
  - Improvement one: Of the students who did engage, they prefer a balance between being taught, sharing their own experiences or perspectives, and spaces that are not dominated by staff/faculty, but majority students. We now ensure our workshops (and events) reflect all these elements, while specifically prioritizing seating (or virtual RSVPs) for students, first.
  - Improvement two: Due to COVID-19 impact on students' overall wellness and academic journey, we decreased and now allow flexibility with our workshop/event requirement, while emphasizing our Counseling appointment as the priority requirement.
  - Improvement three: Workshops/events serve as community building and connection to our program. Due to COVID-19 pandemic causing students to focus more on survival, and less on co-curricular and extracurricular activities, we implemented the \$50 Nourish the Soul grocery gift card which supports addressing food insecurity and maintaining a holistic connection with our scholar base. Therefore, our student engagement spiked in 2020-2021 (see 2.5) due to the surge in basic needs requests. Currently, the Nourish the Soul \$50 grocery gift card support has become the signature and most requested service of our program. Though this may be seen as a positive, the downside is that this has saturated our program with a student body that is neither a part of nor interested in the Black/African community-building culture that is the essence of our program. Specifically, this is directly connected to the statewide, [Umoja Community Education Foundation Practices](#): Mattering, Awareness of Connectedness to African Diaspora, Community Building, and Raising Intentional and Deliberate Purposefulness. We are strategizing ways to re-engage Fullerton College students who authentically identify with the scholar base that our program is designed to serve.
- **Establish Textbook Lending Library:** The library was established and housed at the front of the former program center, however, an assessment of the library in 2019-2020 is unknown as that data was not retained by former staff. Additionally, the lending library component was halted due to the pandemic in Spring 2020. As an improvement, we shifted from the textbook library to a \$125 Textbook Award grant program to eliminate the in-person barrier.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

- **Educational Plan with Umoja Counselor:** As of December 5, 2022, Office of Institutional Effectiveness is unable to fulfill our data request due to high demand across the campus. This



halts our assessment of Umoja Scholars who completed an Educational Plan with an Umoja Counselor within their first semester. However, please note the overall improvements we have identified with Umoja Counseling as a whole.

- Improvement one: Appointments were previously only offered through General Counselors that received reassigned time for only a few hours per week (approximately 2-4 hours). In Spring 2021, Umoja hired an Umoja Adjunct Counselor which increased our appointment capacity by 150%.
- Improvement two: To further connect students to Counselors, we expanded the scope of Counselors to lead College 101 workshops. Specifically, the Counselor planned, coordinated, and presented student workshops and orientations to current and prospective students.
- Improvement three: Counseling appointments contributed to the need to address food insecurity and overall basic needs. We launched a support service in Fall 2020 as *Nourish the Soul* \$50 grocery gift card support.
- Improvement four: As a response to students shifting into survival mode and less from co-curricular activities due to the COVID-19 pandemic, we decreased our event/workshop requirement and implemented Counseling as the priority program requirement to be fulfilled once per semester.
- Improvement five: Many students joined Umoja with an Educational Plan on file. To maintain this outcome in the future, we will ensure these plans are comprehensive by an Umoja Counselor, while strategizing ways to market Counseling appointments beyond the ed. plan alone, i.e., transfer goals, career trajectory, and more. Additionally, of those who enroll without an educational plan, we are striving to have 80% or more of these students complete an ed plan within their first semester of program enrollment.
- **Workshop Reflection from Students:** We did not capture student reflections due to the negative impact on co-curricular and extracurricular activities from the COVID-19 pandemic. As an improvement, we are focusing our efforts on creating more responsive engagement mechanisms that combine community building and cultural enrichment with tangible resources; i.e., local volunteer opportunities, cultural excursions like HBCU Tours, internships, mentorships, professional networks and more.

#### 4.5 What challenges remain to make your program outcomes more effective?

As listed in 3.4, please see the following remaining challenges.

- The decline in enrollment halted our effort to successfully implement a learning community component through identified Counseling courses instructed by our Umoja Adjunct Counselor.
- As expressed in Section 4.8 B, Scholars, staff and faculty input illustrates our success in creating a safe space on campus through our recurring event known as Porch Talk. Being that Porch Talk has defined Umoja as a signature safe space on campus, it has created an avenue for staff, faculty and students to find solace and advocacy regarding various campus issues and inequities, burdening our program staff. Additionally, supporting faculty and staff across campus on issues and inequities has minimized the essence and mission of being a culturally focused Black/African Diasporic space and program for students.

- Mental wellness of scholars and Umoja staff
- Staffing structure: The Umoja staffing structure has consistently fluctuated and shown levels of instability since the 2018-2019 academic year. All staffing positions are still temporary, part-time, and not benefited. The primary exception is the appointment of the Interim Director (Special Projects Director) since they are classified as full-time and partially benefited.

4.6 Describe how the program's outcomes are linked to the [college's goals](#).

- Goal 1: Promote success for every student
  - i. Umoja will continue to work with all our scholars to ensure that they will meet with a counselor and develop a comprehensive educational plan.
  - ii. Umoja will continue to offer personal and professional development events, programs, and/or workshops.
- Goal 2: Cultivate a culture of equity
  - i. Umoja will continue to foster a sense of belonging for all Scholars, but most specifically with a Black/African American cultural lens, i.e., Porch Talk community discussions, cultural signature events like Black History Month, etc.
  - ii. Umoja will offer intentional support for Scholars who are most disproportionately impacted by basic needs, i.e., Nourish the Soul grocery gift cards, mental health and wellness support, and advocating for adequate staffing, etc.
- Goal 3: Strengthen connections with our community
  - i. Umoja will strive to build rapport with external resource partners for the following
    1. Academic support: local/other four-year universities, community colleges and HBCU's. (Umoja Practice: Acceleration-English, Math, ESL, and Counseling)
    2. Professional/career support: local/other employers and professional mentors, services and networks. (Umoja Practice: Mentoring)
    3. Well-being support: local/other referral services for mental health and wellness, emergency housing, support groups, etc. (Umoja Practices: Mentoring, Mattering, and Umoja as a Power Base)
    4. Local Talent: recruiting local talent for event programming (Umoja Practice: Umoja as a Power Base)
- Goal 4: Commit to accountability and continuous quality improvement
  - i. Umoja will continue to expand our Umoja Support Team to include key stakeholders who will assist in improving our program to further transparency amongst various campus stakeholders.

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#).

- Communication: Scholars will be able to organize ideas and communicate verbally as appropriate to the audience and the situation, including participation and engagement in community conversations, discussions, and group activities.
- Global Awareness: Scholars will be able to interface with people and peers from a variety of backgrounds and analyze different cultural beliefs, practices, and behaviors; and will be able to recognize important social, economic, and political issues in the local community, the

state, the country, and the world. Scholars will also be able to evaluate the importance of the natural environment to human well-being and the impact of human activity on the well-being of the global environment.

4.8 A. What methods are used to assess the program’s success in serving the student population that interacts with your program?

Due to COVID-19, the abrupt shift to a 100% online modality and frequent staffing transitions, methods used to assess program success were not consistently practiced. Specifically, our switch from a Google Drive database to OneDrive database presented a learning curve at the beginning of the 2020-2021 academic year. Again, with staff turnover and COVID-19, staffing capacity declined to accurately assess and evaluate the services provided. Therefore, our program plans to utilize various tracking and assessment tools to improve and close such gaps, i.e., academic counseling appointments and contacts via SARS, student needs and satisfaction surveys via MS Forms and Qualtrics, etc.

Though we could not fully assess our program success through traditional, quantitative methods, the most immediate strategy used was our qualitative assessment of gathering student input during our community-building conversations known as Porch Talk. Such engagement aligns with the statewide Umoja Community Education Foundation practice, The Porch. The Porch is defined as “a place where our students safely communicate and advocate for themselves.”

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Due to our staff turnover and transitions, the result clearly indicates that case management, as well as assessment and evaluation efforts, need to be prioritized within the program staffing structure to equitably measure the effectiveness of the program.

Despite these transitions in staff, departments and leadership, the assessment method of gathering student input during Porch Talks indicates that we have successfully maintained a signature safe space on the campus that supports student retention and sense of belonging. Pre-pandemic, various workshops/events were hosted in addition to our Porch Talks, i.e., Rap with the Faculty, Black Student Forum, Don’t Touch My Hair, Millennial and Gen-Z Relationships, etc. Throughout the pandemic, Porch Talk remained our most engaged programming as students consistently expressed their desire and need to have a safe space to discuss the impact of COVID-19, racial disparities and trauma internal and external to Fullerton College, and overall to be candid with their peers and program staff. In summary, Scholars, staff and faculty have expressed that our Porch Talks and other community building events serve as their primary safe space on campus (as highlighted in Section 3.4).

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

The assessment results were used to make the following improvements. We have minimized previous case management models into fewer files and data variables that are most relevant to

the current needs of the program; I.e., archiving the Master File of Umoja Scholars from 2018-2020 as a re-enrollment strategy and focusing our efforts on maintaining an enrolled scholars list. Additionally, we utilized student input from Porch Talks surrounding mental health and basic needs support; I.e., hired an Embedded Umoja Community Therapist. Another improvement made based on the in-person barrier from COVID-19 was our Virtual Graduation Celebration in 2020 and 2021 to maintain the celebratory spirit of end of year success and milestones. The assessment results were also used to inform a future improvement of reintroducing student needs and satisfactions surveys, I.e., Imbedding surveys into event activities and within laptop loan or grocery gift card applications. Please see additional improvements based on our workshop opportunities, former textbook lending program and Umoja Counseling.

- **Provide Workshop Opportunities:**
  - Improvement one: Student input indicated that students desired student-majority events. We now prioritize seating (or virtual RSVPs) for students first.
  - Improvement two: Due to COVID-19 impact on students' overall wellness and academic journey, we decreased and now allow flexibility with our workshop/event requirement, while emphasizing our Counseling appointment as the priority requirement.
  - Improvement three: Due to COVID-19 pandemic causing students to focus more on survival, and less on co-curricular and extracurricular activities, we implemented the \$50 Nourish the Soul grocery gift card which supports addressing food insecurity and maintaining a holistic connection with our scholar base.
- **Establish Textbook Lending Library:** Umoja shifted from the textbook library to a \$125 Textbook Award grant program to eliminate the in-person barrier.
- **Educational Plan with Umoja Counselor:**
  - Improvement one: Appointments were previously only offered through General Counselors that received reassigned time for only a few hours per week (approximately 2-4 hours). In Spring 2021, Umoja hired an Umoja Adjunct Counselor which increased our appointment capacity by 150%.
  - Improvement two: Expanded the scope of Counselors to lead College 101 workshops. Specifically, the Counselor planned, coordinated, and presented student workshops and orientations to current and prospective students.
  - Improvement three: Counseling appointments contributed to the need to address food insecurity and overall basic needs. We launched a support service in Fall 2020 as Nourish the Soul \$50 grocery gift card support.
  - Improvement four: As a response to students shifting into survival mode and less from co-curricular activities due to the COVID-19 pandemic, we decreased our event/workshop requirement and implemented Counseling as the priority program requirement to be fulfilled once per semester.
  - Improvement five: Many students joined Umoja with an Educational Plan on file. To maintain this outcome in the future, we will ensure these plans are reviewed by an Umoja Counselor to ensure they are a comprehensive Ed Plan, while strategizing ways to market Counseling appointments beyond the ed. plan alone, I.e., transfer goals, career trajectory, and more. Additionally, of those who enroll

without an educational plan, we are striving to have 80% or more of these students complete an Ed plan within their first semester of program enrollment.

4.9 At least one outcome listed in 4.1 should address the following:

- A. List the outcomes that focuses on individual student learning or actions.
- Students will be able to develop an educational plan with an Umoja counselor and use it to enroll in appropriate courses each semester.
- B. Identify methods to assess outcomes in such a way that the data can be disaggregated.
- Create SARS schedule/reason Code to communicate *Umoja Ed Plan* and collect data at the end of semester. Additionally, disaggregate the groups into two: 1) Scholars who join program with Ed Plan on file, or 2) Scholars who join program without an Ed Plan on file. Furthermore, we can disaggregate the data by race/ethnicity and gender based on student campus records.
- C. Identify a process for using outcome assessment data to improve student services programs.
- Counselors will complete an *Ed Plan Check-in* to support timely persistence toward graduation and/or transfer.
- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).
- End of semester reports will be sent to the Office of Institutional Effectiveness and Admissions and Records.

4.10 Outcomes Equity Analysis

- A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

At this time, we did not previously disaggregate this outcome based on race, ethnicity, but instead on gender, first-generation status, and financial need. However, the data did not draw a direct correlation between Ed Plan's created through an Umoja Counselor for these different groups. Also, the Office of Institutional Effectiveness was not able to complete a follow-up data request to address this concern due to high demand. However, to close the attainment gaps among groups of students based on variables listed above we can continue our mid-semester review to observe the progress of these groups, as well as one at the end of each semester. Additionally, we can implement intentional InReach to disaggregated communities, such as workshops/talks that target student groups/organizations, i.e., FC A2MEND Student Charter, Queen to Queen or SisterTalk community discussions. Professional learning that may help would be a semesterly review through the Office of Institutional Effectiveness regarding our Case Management and Data Collection/Assessment models.

## 5.0 Evaluation of Progress Toward Previous Strategic Action Plans

- 5.1 List the goals from your last self-study/program review.
- SAP #1: Establish a laptop loan program.
  - SAP #2: Identify and build a new Umoja center.
  - SAP #3: Hire a Classified, Student Services Coordinator.
- 5.2 Describe the level of success and/or progress achieved in the goals listed above.
- SAP #1: We have successfully established a laptop loan program that has serviced 100% of laptop loan applicants that have met our unit requirements.
  - SAP #2: We have successfully identified and designed an interim or swing space that allows us to have both a village (community) and study space. The permanent physical space in Chapman Newell is tentatively scheduled for completion in 2024.
  - SAP #3: NOCCCD has re-approved the hiring process for the Student Services (Umoja) Coordinator in Fall 2022. Tentative recruitment and onboarding timeframe is Spring 2023.
- 5.3 How did you measure the level of success and/or progress achieved in the goals listed above?
- SAP #1: We implement a follow-up protocol with 100% of laptop loan applicants to determine eligibility and deliver equipment, implement laptop check-ins one to two times a semester with each recipient and document/file the level of usage and need through a laptop loan check-in form.
  - SAP #2: We successfully opened our Umoja Program Center/Village Space on April 27, 2022, and now currently offer in-person support on Wednesdays with additional in-person days set for the future.
  - SAP #3: In December 2022, NOCCCD approved the hiring process to begin for a full-time Student Services Coordinator. The hiring committee is currently being solidified and the tentative onboarding timeframe is Spring 2023.
- 5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Establishing a laptop loan program was crucial during a technological divide that was exacerbated from the COVID-19 pandemic. Building a new Umoja center allowed for more physical space to divide our student needs into a separate study area and community area, while also giving staff private or semi-private office space. The district approval to hire a full-time Student Services Coordinator and most importantly the fulfillment of said approval, will support the program in operating at a full-time capacity.

- 5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?
- SAP #1: The resource allocation for the laptop loan program significantly contributed to the improvement of the program. This service not only benefitted the scholars who needed adequate access to a computer device, but it also drastically supported their academic success during the abrupt shift to an online modality during COVID-19.

- SAP #2: The resource allocation to physically move the Umoja program to a new location highly contributed to improvement for adequate operating space for staff, and communal space for scholars. Although the current space is temporary until the completion of Chapman Newell, the current space is a significant upgrade and more suitable.
- SAP #3: The resource allocation for the Student Services Coordinator has currently been defined.

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

The lack of proper funding allocation severely impacted our program in several ways. First, the lack of full-time, permanent staff to support adequate case management and assessment efforts was a paramount impact on goal success and effectiveness. As previously highlighted, all staff are not permanent, and the majority are part-time to support these needed duties. This further led to staff turnover and gaps in tracking, data collection, and evaluation.

### 6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Strategic Action Plan Name:	Recruitment and onboarding of a Student Services Coordinator	
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 2, 3, 4	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Umoja program continues to face significant challenges in sustaining and retaining staff positions due to high turnover rates. All positions in the program’s staffing structure are temporary and all but one are part-time. Therefore, recruiting and onboarding a classified professional embedded within the Umoja program would support the next steps in establishing stability and equitable opportunity for long-term program planning and a sense of belonging for Black students, staff, and faculty.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	A full-time permanent employee to provide consistency programming and support for students.	
What specific aspects of this SAP can be accomplished without additional financial resources?	It is not possible to hire a Student Services Coordinator without additional and adequate financial support.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$70, 296 (Salary) + \$17,556 (Benefits) = \$87,852	General Funds
Facilities	NA	NA
Equipment	NA	NA

Supplies	NA	NA
Computer Hardware	NA	NA
Computer Software	NA	NA
Training	NA	NA
Other	NA	NA
<b>Total Requested Amount</b>	\$87,852	General Funds

### STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name:	Recruitment and onboarding of an Umoja Wellness Specialist.
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 2, 3, 4
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Umoja program continues to face challenges in retaining a Black student-focused mental health professional, as well as equitable support for students seeking mental health and wellness resources. Having a classified professional in the Umoja program to be embedded within the Umoja village space exclusively through non-clinical services. Non-clinical services provide resource information, education, screening, and support until appropriate referrals can be made to primary care or formalized health care services.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Basic needs case management efforts will be more measurable and effective due to the continuity of service delivery for students.
What specific aspects of this SAP can be accomplished without additional financial resources?	It is not possible to hire an Umoja Wellness Specialist without additional and adequate financial support.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$59,844 (salary) plus \$15,521 (benefits)	General Fund
Facilities	NA	NA
Equipment	NA	NA
Supplies	NA	NA
Computer Hardware	NA	NA
Computer Software	NA	NA
Training	NA	NA
Other	NA	NA
<b>Total Requested Amount</b>	\$75,365.68	General Fund

### STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name:	Recruitment and onboarding of a Student Services Specialist.
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List College goal/objective the plan meets:	College Goal #: 2 Objective #: 2 and 3	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Umoja program continues to face significant challenges in sustaining and retaining staff positions due to high turnover rates. All positions in the program's staffing structure are temporary and all but one are part-time. Therefore, recruiting and onboarding a classified professional embedded within the Umoja program would support the next steps in establishing stability and equitable opportunity for long-term program planning and a sense of belonging for Black students, staff, and faculty.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Case management efforts will be more measurable and effective due to the continuity of service delivery for students by a full-time permanent specialist.	
What specific aspects of this SAP can be accomplished without additional financial resources?	It is not possible to hire a Student Services Specialist without additional and adequate financial support.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$59,844 (salary) plus \$15,521 (benefits)	General Fund
Facilities	NA	NA
Equipment	NA	NA
Supplies	NA	NA
Computer Hardware	NA	NA
Computer Software	NA	NA
Training	NA	NA
Other	NA	NA
<b>Total Requested Amount</b>	\$75,365.68	General Fund

## 7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying the financial resources needed for these plans is optional.

### 7.1 Describe in detail your need for additional resources as listed above (if applicable)

In order to sustain the Umoja Community Program for the next four-to-six years, most of the resources listed cannot happen without adequate financial support from the institution and District. Furthermore, the following is needed:

- Now that Umoja funding is institutionalized, more funding should be identified to sustain the needed personnel moving forward to provide consistent support and stability for the program.
- Umoja seeks additional staffing/personnel
  - Immediate Staffing Needs:
    - **(1)** Full-Time Student Services Coordinator
    - **(1)** Full-Time Student Services Specialist

- **(1)** Full-Time Wellness Specialist with a non-clinical focus. Services will provide resource information, education, screening, and support until appropriate referrals can be made to primary care or formalized health care services external to the institution.
- Gradual Staffing Needs (The following staffing needs apply to future program review cycles):
  - **(1)** Full-Time Director/Manager dedicated 100% to Umoja
  - **(1)** Full-Time Academic Counselor
  - **(1)** Full-Time Case Management Coordinator
  - **(1)** Full-Time Administrative Assistant
  - **(1)** Full-Time Outreach Student Services Specialist that specializes in building rapport with various school districts, faith-based organizations, and other community-based organizations that serve the Black/African Diasporic community.
  - **(1)** Part-Time Data, Evaluation, and Assessment Assistant
  - **(2)** Part-Time Success Coaches to support with one-on-one advising appointments and holistic student development
  - **(4)** Part-Time Student Assistants to help with the daily operations of the program, but that also identify as Black/African Diasporic students to amplify student voices, needs, and increase sense of belonging.

## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

UCP Program Services	UCP Program Strengths	UCP Program Areas of Growth
<ul style="list-style-type: none"> <li>• Academic Counseling</li> <li>• Mental Health and Wellness Services</li> <li>• Room 1903-04 Umoja Village Space</li> <li>• Culturally Centered Programs and Events</li> <li>• Active Scholar Services               <ul style="list-style-type: none"> <li>○ Priority Registration</li> <li>○ Textbook Awards</li> <li>○ Grocery Gift Cards (Nourish the Soul)</li> <li>○ Laptop Loan</li> <li>○ Graduation Packages</li> </ul> </li> <li>• Workshops and Presentations (College 101; Culturally centered)</li> </ul>	<ul style="list-style-type: none"> <li>• Recurring basic needs support services, i.e., Nourish the Soul \$50 grocery gift cards.</li> <li>• Embedded Academic Counselor who supports students’ academic persistence and retention with an ethic of care.</li> <li>• Culturally responsive program serving disproportionately impacted communities: African American/Black students, African American/Black male students, and students of color.</li> <li>• Standalone Umoja Village Space where students can be in community, study, receive academic, personal, and professional resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>decline in District and campus enrollment</b>, mainly due to COVID-19 has continued to impact Black student enrollment into the program. Specifically, this decline in enrollment halted our effort to increase “Umojafied” Counseling and Ethnic Studies courses led by our Adjunct Counselor. Even more, enrollment decline has directly impacted scholar participation and engagement overall.</li> <li>• The <b>decline in sense of belonging</b> further impacts gaps in supporting faculty and staff across campus on issues and inequities. Further has minimized the essence and mission of being a culturally focused Black/African Diasporic space and program for students.</li> <li>• The <b>mental health and wellness</b> of scholars and staff have continued to present challenges surrounding equitable support, as well as practices that are equity-minded and culturally competent. As scholars express their concerns surrounding representation in mental health services, sense of belonging at</li> </ul>

		<p>Fullerton College, emergency housing, and other basic needs items.</p> <ul style="list-style-type: none"> <li>The <b>Umoja staffing structure</b> has consistently fluctuated and shown levels of instability since the 2018-2019 academic year. All staffing positions are still temporary, part-time, and not benefited. The primary exception is the appointment of the Interim Director (Special Projects Director) since they are classified as full-time and partially benefited.</li> </ul>
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**9.0 Publication Review**

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college’s mission, programs, and services.

Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at [lmcpheon@fullcoll.edu](mailto:lmcpheon@fullcoll.edu).

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
N/A			

## Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

**Originator:** *Electronically submit completed Program Review to Division Dean/IMS for review.*

**Appropriate Immediate Management Supervisor (IMS):** *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

### RESPONSE

Dr. Connie Moreno Yamashiro

Director, Student Development  
& Engagement

12/20/2022

Printed name of IMS

Title

Date

*I concur with the findings contained in this Program Review.*

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

\_\_\_\_\_  
\_\_\_\_\_

*I do not concur with the findings contained in this Program Review (include a narrative explanation):*

\_\_\_\_\_  
\_\_\_\_\_

**Appropriate President's Staff Member:** *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

### ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



## Fullerton College Mission Statement

### MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

### VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College  
President's Advisory Council and  
accepted by President Schulz  
May 2017.*

### VALUES

#### Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

#### Diversity

We embrace and value the diversity of our entire community.

#### Equity

We commit to equity for all we serve.

#### Excellence

We honor and build upon our tradition of excellence.

#### Growth

We expect everyone to continue growing and learning.

#### Inclusivity

We support the involvement of all in the decision-making process.

#### Innovation

We support innovation in teaching and learning.

#### Integrity

We act in accordance with personal integrity and high ethical standards.

#### Partnership

We work together with our educational and community partners.

#### Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

#### Responsibility

We accept our responsibility for the betterment of the world around us.









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Final Audit Report

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