ANNUAL UPDATE REPORT

Umoja

Annual Update Questions - Disciplines

1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.

Student participation in the program has increased by 30 students over the past year. Fall 2024 Umoja PLSC 210 ENGL 100 are full. Also, last semester, Spring 2024, Umoja sections had very healthy enrollment, with MATH 200 carrying a waitlist. The increased enrollment has required the program to prioritize staff time and focus on retention in order to best promote student success, persistence, and achievement.

2. Provide a summary of the progress you have made on the goals identified in your last program review.

The Umoja Program continues to work on our outlined goals, which directly support closing the equity gap:

1. Actualize equity in College – Institutional Goals

Actualize our college mission and vision objectives with equity at the core:

- The Umoja Program supports specific equity goals of closing equity gaps for Black students by directly supporting their success, retention and academic/career/life goals.

  o Create Umojafied courses and program to employ the Umoja statewide practices. These practices directly support the success and retention of Black students by placing at the core the pan African experiences, practices and knowledge necessary to address the needs and desires of the whole student. This creates a belonging environment where the expectations for Black students is based in selfhood and self-acualization rather than a deficit approach to teaching, learning and supporting.

- The Umoja Program continues to support our institutional anti-racism efforts in conjunction with other student support programs.

2. Increase Black Student Achievement and Success

Strive to improve the achievement and success of our Black students by strategically scheduling Umojafied classes in CSU/IGETC
 areas:

- Work in conjunction with Interest Areas and IA Success Teams to ensure increased Umoja student achievement (success and completion).

  o Work with Interest Areas: The Umoja Program Counselor and retention specialist work directly with Interest Areas to guide and direct students in meeting their educational and career goals, including the development of a comprehensive SEP. Additionally, the Umoja Program is open to promoting Interest Area events that support our students and the college's antiracism efforts.

- Create an Umojafied sequence of courses to guide student completion.

  o Guided Course Sequence: We provide our students with a guided, cohorted Umojafied course sequence for Fall and Spring semesters. This course sequence was launched in Spring 2022. Fall semesters: ENGL 100 and PLSC 210. Spring semesters: ENGL 110, MATH 200 and PLSC 310.

- Create a peer mentor program.

  o Peer Mentor Program: Each semester, our "graduated" Umoja students serve as peer mentors by actively engaging in Umoja events. And we recruit Umoja Program tutors that work directly with our students through the college's Learning Center Tutor Program.

- Provide a holistic instructional and student services experience for Umoja Program students (teaching + student services + counseling).

- o Holistic teaching, learning and support services: The Umoja Program is based in the model of the whole student where the mental and physical health is always considered. We ensure that our students have everything they need to be successful – ranging from course sequencing to addressing food insecurities to reliable transportation to and from campus to appropriate psychological services to book and school supplies. Each Umoja Program team member is always eager to really know our students and make sure they have their basic+ needs addressed in a timely manner. Student success and retention is at the core of our program.

3. Establish District-Wide Umoja Program Connections & Shared Antiracism Goals
Create a broad community of practice that provides a district-wide equitized network for our shared Black students:

- Umoja Program District-wide activities/events

- Umoja Program students invited to serve on the District Antiracism Council (DARC)

4. Institute Community Outreach and Form Connections
Work with community entities and members to further our college's connections in our service area of East Palo Alto and neighboring communities:

- Increase the number of students from East Palo Alto at our college

- Make meaningful connections with the East Palo Alto community

- Network with influential community members to deepen our roots

Update: The Umoja Program works closely with our Outreach Department. We have imbedded ourselves in their activities, events, workshops and orientations. We have committed to attending at least one to two weekly events in our service areas in order to continue proactive, sustained student recruitment.

5. Network with Campus Resources
Integrate the Umoja Program with campus instructional and support programs and student groups:

- Community of Learning Through Sports (COLTS), Promise, EOPS, Cal Works, Spark Point, Eso Adelante, PUENTE and TRIO

- Black Student Union (BSU) & Associated Students of Community College (ASCC)

- Provide orientation welcome packet, book vouchers, transportation assistance, technology loan options, food resources, and field trip opportunities.

- Connect students to campus Library and Learning Center resources—tutoring, technology, proper research methods.

We will not be able to fully realize our goals without additional staffing, especially a full-time counselor and/or retention specialist.

3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.
Umoja Program goals have not changed. These cannot be completely fully realized until we have full-time staffing, such as a full-time academic counselor and retention specialist.

Supporting Information

Goals

Actualize equity in College – Institutional Goals

Goal Status
2 - Continuing (PR)

Goal Description
Actualize our college mission and vision objectives with equity at the core.
" The Umoja Program supports specific equity goals of closing equity gaps for Black students by directly supporting their success, retention and academic/career/life goals.
" The Umoja Program was designed to support our institution in our antiracism efforts.

Our program aligns with Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community. Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Program Review Cycle When the Goal Begins
2022 - 2023

Who's Responsible for this Goal?
Umoja Program Faculty Coordinator

Mapping
- CAN College Goals: *(X - Selected)*

- **Accessible Infrastructure and Innovation**: undefined (**X**)

- **Community Connections**: undefined (**X**)

- **Equity-Minded and Antiracist College Culture**: undefined (**X**)

- **Student Access, Success and Completion**: undefined (**X**)

Goals

Increase Black Student Achievement and Success

Goal Status
2 - Continuing (PR)

Goal Description

Strive to improve the achievement and success of our Black students by strategically scheduling Umojafied classes in CSU/IGETC
areas.
" Work in conjunction with Guided Pathways Interest Areas and IA Success Teams to ensure increased Umoja student
achievement (success and completion).
" Create an Umojafied sequence of courses to guide student completion.
" Create a peer mentor program.
" Provide a holistic instructional and student services experience for Umoja Program students (teaching + student services + counseling.

The Umoja Program aligns with Student Completion/Success by providing educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success. The program establishes community connections to build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community. The program promotes organizational development focusing institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Program Review Cycle When the Goal Begins
2022 - 2023
Who's Responsible for this Goal?
Umoja Program Counselor, Umoja Program Faculty Coordinator and Program Services Coordinator

Mapping
- CAN College Goals: *(X - Selected)*
- **Accessible Infrastructure and Innovation**: undefined (**X**)

- **Community Connections**: undefined (**X**)

- **Equity-Minded and Antiracist College Culture**: undefined (**X**)

- **Student Access, Success and Completion**: undefined (**X**)

Resource Requests

CAN Discipline - Umoja

Personnel - Counseling Faculty (2024 - 2025)

Requested Year
2024 - 2025

Personnel Requested
Academic Counselor

Requesting Unit
Cañada Colleg Umoja Community Program

Position Description
Umoja Program Academic Counselor (increase from part-time to full-time)

Status
Continued Request – Active

Duration of Position Requested
Permanent

Full-time Status
Full Time

Program Goals this Request Supports
1.   Improve Black student success and retention rates in 5 years.
A.   Reduce the equity gap for success rates (from 10% to 5%)
B.   Reduce the equity gap for retention rates (from 8% to 2%)
2..   Make Cañada College an area magnet school for Black students.
3.   Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
4.   Infuse our curriculum with African and African-American content and pedagogy.
5.   Work closely with our other support programs (i.e. Promise, PUENTE, COLTS, CWA, STAR, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
6.   Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, East Palo Alto (EPA) community members, and . . .)

NOTE: Umoja is open to opportunities to share a full-time counselor in partnership with other instructional programs, specifically, STAR and CWA (Evening College). This position could also be a combined position with Transfer and/or Honors.

Critical Question: How does this resource request support closing the equity gap?
Early and current data demonstrates that the Umoja Program with a part-time academic counselor has began to close the equity for Black-identified students. As the program continues to grow at a high rate (50% in our Umoja classes each semester), it is crucial to have a full-time academic counselor to support the success and retention needs of these students.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services. Additionally, if this position were paired with the college's STAR (Success Transfer Achievement Retention) program, then there would be an additional direct positive impact with our AANAPISI students.

A.   How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?
The following program specific goals cannot be fully realized without a full-time academic counselor:
1. Umoja (a Kiswahili word meaning unity) is a community (EMP/SEMP Goal #3 – Create a Climate of Inclusivity)
2. Improve Cañada College's record with Black student equity, success and retention. (EMP/SEMP Goal #1 –

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Improve Student Completion/Success)

3. Improve Black student success and retention rates in 5 years. (EMP/SEMP Goal #1 – Improve Student Completion)

4. Make Cañada College an area magnet school for Black students. (EMP/SEMP Goal #2 – K/12 Partnerships)

5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. (EMP/SEMP Goal #3 – Support Climate of Inclusivity)

6. Strengthen collaborative relationships with community members (EMP/SEMP Goal #2 – Community Connections)

7. Student orientation, welcome ceremony/ritual, end-of-year celebration (EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)

8. At least one Umoja supported class (EMP/SEMP Goal #1- Develop Clear Pathways)

9. Program participants engage in Umoja Cañada College activities (EMP/SEMP Goal #2 – On Campus Events)

10. Faculty and classified professional engage in Umoja professional development activities (EMP/SEMP Goal #3 – Professional Learning Plan)

12. Guided Pathways affinity groups to promote student completion (EMP/SEMP Goal #1 – Improve Student Competion & Gaol #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)

13. Cañada Umoja Course Planning: (EMP/SEMP Goal #1 – Improve Student Completion)

14. Core courses (2 cohorted) (EMP/SEMP Goal #1 – Cohorted Programs)

15. Cañada Umoja Services and Activities: (EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)

16. Mentorship (peer to peer and faculty/staff/administrator/community member to student) (EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)

17. College Visits (EMP/SEMP Goal #2 – College Partnerships)

18. Work-Study and Placement (90% retention rate) (EMP/SEMP Goal #3 - Institutionalize Effective Structures)

B.   How does the proposed position address the program's or department's goals?

As we anticipate, if our program size continues to double as it has over these last 3 semesters, then continuing with all part-time staff will not allow us to fully serve our Umoja Program students. The full-time academic counselor will have more time to:

1.   Provide comprehensive counseling services to students, including academic, career, and personal counseling on a drop-in and appointment basis, as well as online counseling

2.   Provide group counseling sessions, orientations, workshops, and other activities to support student transfer success

3.   Employ current knowledge of state-wide transfer college/university admissions policies and procedures to support the academic and career goals of our Umoja students

4.   Develop, coordinate, and implement comprehensive and critical transfer counseling services to support the Umoja Program

5.   Manage transfer application support, waitlist, transfer appeals, and denials as the come up in the Umoja Program

6.   Develop comprehensive educational plans for graduation and transfer, based on students' academic needs

7.   Assist students in the exploration and research of transfer majors and transfer colleges, both in and out-of-state, especially the Historically Black Colleges and Universities (HBCUs)

8.   Monitor student performance and progress, including transfer and retention, and maintain appropriate documentation and records

9.   Assist with planning and duties of other Umoja Staff (ie. Program Services Coordinator)

10.   Collaborate with both instructional and counseling faculty and staff to assist students to understand and use college success services, and transfer resources

11.   Develop and teach college success and transfer focused courses and workshops

12.   Collaborate with both instructional and counseling faculty and staff in regards to the Umoja Program in order to maximize student transfer success

13.   Participate in pre-collegiate outreach and in-reach activities that promote Umoja Program awareness for all students

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1.   Number (headcount) of part-time and full-time counselors in the program or department.
0.5

2.   Number (headcount) of full-time counselors assigned to perform non-counseling duties such as program coordinator and articulation officer.
0.5

a.   What is the percentage of the non-counseling time assigned? a. What is the percentage of the counseling time?
a. 10% direct program support, b. 90% direct academic counseling

3.   The number of students in the program or department in the last three years.
150

4.   The number of Student Counseling Contacts in the last three years.
6,000

5.   What is the current ratio of counselors (FTEs) to student headcount within the program or department?
18 hours per week (or equivalent FTEF at approximately .4) for 150 students, based on number of current program progress reports for Umoja Community students. The program is gaining momentum semester to semester and the numbers are increasing.

6.   Qualitatively and quantitatively describe student demand, especially for those programs/departments that will be assigned to the proposed counseling faculty member.
A "dedicated" program counselor will help the college to close the equity gap in the following ways:
1. Early student identification and proactive matriculation support for the Umoja Program cohort.
2. Consistent, timely, intrusive communication and guidance to create greater opportunities for student achievement.
3. Monitor Umoja Program cohort to support student retention.
4. Review college and program data to identify Umoja Program candidates.
5. Early identification and assessment of students' unique support needs.
6. Early identification of students who may serve as peer mentors and tutors.
7. Close collaboration with instructional faculty to support Umoja Program students, and Black students in general.

7.   Are there any counseling services that are not currently available due to an inadequate number of counselors?
We need consistency as the program grows. The duties of an academic counselor are touched upon for many students, but impossible for all 150+ students because the hours are not there. Our program is seeing success with an intrusive approach. At this point, we have to focus on the students who have taken or are taking our classes and are not fully able to assist the other students who are in the Umoja Program. They, too, need retention and counseling support to navigate successfully their other classes that are not "umojafied." As a program, Umoja is focused on student success and retention in all coursework not just Umoja courses.

8.   Are there any counseling services that will not be available if the position does not move forward at this time?
Counseling services will not be available for all Umoja students. And, counseling is a key component that contributes to the students' success and retention. Moreover, it is challenging to meet the registration and degree application needs of continuing students and enroll all of the potential new students with a part-time Umoja counselor.

9.   Please explain any special circumstances not reflected in the data reported above such as reduced counseling services due to low staffing, department/program size, location specific needs versus district-wide

Resource Requests

needs, routine full-time faculty overloads, high-need counseling services offered infrequently because of staffing issues, etc.

The Umoja Program needs a high-impact counselor who has the dedicated daily hours to assist with academic planning, support services and program coordination needs.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Make registration easier
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Be the best college choice for local high school students
Better share what Cañada offers
Strengthen K-16 pathways and transfer
Help meet the basic needs of Cañada students and other community members
Manage resources effectively
Provide adequate access to technology

Personnel - Classified Staff (2024 - 2025)

Personnel - Classified Staff (2024 - 2025)

Requested Year
2024 - 2025

Hiring Division/Department:
Umoja/Humanities and Social Sciences

Position Title:
Retention Specialist

Status
New Request – Active

Is this position permanent?
Yes

Position Type
Full-time

Provide # of months.
12

Program Goals this Request Supports
1.   Improve Black student success and retention rates in 5 years.
1.a.   Reduce the equity gap for success rates (from 10% to 5%)
1.b.   Reduce the equity gap for retention rates (from 8% to 2%)
2.   Increase success and retention in non-Umoja classes to match that of the Umoja classes.
3.   Increase the number of Black students at Cañada and in the Umoja Program.

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4.   Infuse our curriculum with African and African-American content and pedagogy.
5.   Work closely with our other support programs (i.e. Promise, PUENTE, COLTS, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
6.   Directly connect more faculty across the disciplines to the Umoja Program.
7.   Grow the number of Umoja trained faculty on campus.

Critical Question: How does this resource request support closing the equity gap?
Established Cañada College data demonstrates that Black students have the lowest success and retention rates alongside the college's Native American and Polynesian students. Since the establishment of the Umoja Program in 2021, early and current data demonstrates that the Umoja Program with borrowed retention time and Umoja Program classes has began to dramatically improve these data within the Umoja Program courses. These consistent increase rates have began to close the equity for Black-identified students. As the program continues to grow at a high rate (50% in our Umoja classes each semester), it is crucial to have a full-time retentions specialist to support the success and retention needs of Black students.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services.

Justification

1.   Describe the specific needs for the position requested and the duties of this position in a brief statement.
The Umoja Program is designed to address the college's failure in supporting Black students by increasing their success and retention rates with direct and wholistic academic strategies as listed below:

1. Exchange information with students, faculty and staff regarding subject-matter, resources, materials, policies and procedures associated with the classroom or laboratory setting or college programs and services
2. Confer with faculty regarding curriculum, computer hardware, software and other learning tools, student assignments and progress, tests, student test scores, alternate learning methods and other technical information related to the services and programs provided
3. Attend meetings, conferences and workshops to obtain current subject-matter information
4. Assist with outreach and retention of students into specific programs, including developing strategies to enhance student completion and success
5. Proactively meet with students to monitor their progress
6. Track student involvement in on-campus support resources, including academic counseling and development of student educational plans, as well as support services relating to financial aid, scholarships, internships, transfer, including completion of transfer admission guarantees
7. Develop an early alert system to identify students who are under performing in specific coursework, and collaborates with instructional aides and tutors to intervene
8. Assist and lead in planning an academic support structure to include workshops, study groups, tutoring, program activities, accompanying students to off-campus events, and other support services to enhance student retention and success
9. Work with faculty advisors and student leaders of clubs to develop programs that promote academic success

2.   Explain how this position aligns with and supports the mission and strategic goals of the college.
The following program specific goals cannot be fully realized without a full-time retention specialist:
1. Umoja (a Kiswahili word meaning unity) is a community (EMP/SEMP Goal #3 – Create a Climate of Inclusivity)
2. Improve Cañada College's record with Black student equity, success and retention. (EMP/SEMP Goal #1 – Improve Student Completion/Success)
3. Improve Black student success and retention rates in 5 years. (EMP/SEMP Goal #1 – Improve Student Completion)
4. Make Cañada College an area magnet school for Black students. (EMP/SEMP Goal #2 – K/12 Partnerships)
5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. (EMP/SEMP Goal #3 – Support Climate of

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Inclusivity)

6. Strengthen collaborative relationships with community members (EMP/SEMP Goal #2 – Community Connections)

7. Student orientation, welcome ceremony/ritual, end-of-year celebration (EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)

8. At least one Umoja supported class (EMP/SEMP Goal #1- Develop Clear Pathways)

9. Program participants engage in Umoja Cañada College activities (EMP/SEMP Goal #2 – On Campus Events)

10.Faculty and classified professional engage in Umoja professional development activities (EMP/SEMP Goal #3 – Professional Learning Plan)

12. Guided Pathways affinity groups to promote student completion (EMP/SEMP Goal #1 – Improve Student Competion & Gaol #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)

13. Cañada Umoja Course Planning: (EMP/SEMP Goal #1 – Improve Student Completion)

14. Core courses (2 cohorted) (EMP/SEMP Goal #1 – Cohorted Programs)

15. Cañada Umoja Services and Activities: (EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)

16. Mentorship (peer to peer and faculty/staff/administrator/community member to student) (EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)

17. College Visits (EMP/SEMP Goal #2 – College Partnerships)

18. Work-Study and Placement (90% retention rate) (EMP/SEMP Goal #3 - Institutionalize Effective Structures)

3.   Explain how adding this position will strengthen the department or division.
With a full-time retention specialist, the Umoja Program will be able to increase success and retention for Black students beyond their Umoja courses. The position will also help to build consistency and stability in staffing. The program relies entirely on PT staff.

4.   Explain how this work will be accomplished if the position is not filled.
Currently, the Umoja Program part-time staff are able to successfully support the students in the program in the program courses. We do not have enough hours to go very much beyond that.

5.   Critical Question: How does this resource request support closing the equity gap?
The Retention Specialist will directly address the college's equity gap as it pertains to Black students' success and retention rates.

6.   Critical Question: How does this resource request support Latinx and AANAPISI students?
Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services.

Map Request to College Goals and Strategic Initiatives.

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Make registration easier
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice

Resource Requests

Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively

This position has been reviewed by the department or division and is recommended for hiring.

Dean/Director/Hiring Supervisor Name
James Carranza, Dean, Humanities and Social Sciences

Date
10/28/2024

<div style="background:#1a6155;color:white;text-align:center;padding:4px;">Personnel - Classified Staff (2024 - 2025)</div>

Personnel - Classified Staff (2024 - 2025)

Requested Year
2024 - 2025

Hiring Division/Department:
Humanities and Social Sciences/Umoja Program

Position Title:
Program Services Coordinator

Status
Continued Request – Active

Is this position permanent?
Yes

Position Type
Full-time

Provide # of months.
12

Program Goals this Request Supports
1.	Improve Black student success and retention rates in 5 years.
A.	Reduce the equity gap for success rates (from 10% to 5%)
B.	Reduce the equity gap for retention rates (from 8% to 2%)
2.	Make Cañada College an area magnet school for Black students.
3.	Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
4.	Insure that the guidelines and goals of the UCEF goals are followed and accomplished.
5.	Work closely with our other support programs (i.e. Promise, PUENTE, COLTS, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring), Middle College, and . . .) in order to share existing resources.
6.	Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, East Palo Alto (EPA) community members, and . . .)

Critical Question: How does this resource request support closing the equity gap?
The Program Services Coordinator position supports the creation of a campus that is welcoming to Black students by connecting with their internal and external communities. The Umoja Program PSC works directly with students to support their success and retention by connecting them with college resources. The Umoja Program PSC also works to meet the goals of the UCEF MOU between Cañada College and UCEF.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from

Resource Requests

a Pan-African approach to academics and support services. Not only has the success and retention rate drastically improved for Black students in the Umoja classes, but all students in these classes.

Justification

1.   Describe the specific needs for the position requested and the duties of this position in a brief statement.
Our current part-time Umoja Program PSC only has time to do about 1/2 of the job description duties outlined for the position. Therefore, we have to pick and choose as time permits which duties can successfully be accomplished in order to serve our program students well. As our program continues to grow each semester, it becomes increasingly difficult for the person in this position to accomplish all things needed to support the students.

1. Exchanges information with students, staff, other educational institutions, community and business representatives, vendors, governmental agencies and the general public regarding a variety of college programs, services, eligibility requirements, policies, timelines, required forms and other information
2.Travels to various off-site locations to confer with high schools, community service organizations,governmental agencies, businesses and other entities, and to recruit students into a college program
3.Makes presentations to small and large groups as a program and college representative
4.Participates in planning and implementation meetings with college and outside groups andrepresentatives
5.Plans, conducts and participates in tours, job fairs, and program services in conjunction with management, faculty and other staff
6. Plans joint events with other college departments and programs, and with outside business and community representatives
7. Serves as liaison between student program participants and various instructional and student services departments

2.   Explain how this position aligns with and supports the mission and strategic goals of the college.
The following program specific goals cannot be fully realized without a full-time program services coordinator:
1. Umoja (a Kiswahili word meaning unity) is a community (EMP/SEMP Goal #3 – Create a Climate of Inclusivity)
2. Improve Cañada College's record with Black student equity, success and retention. (EMP/SEMP Goal #1 – Improve Student Completion/Success)
3. Improve Black student success and retention rates in 5 years. (EMP/SEMP Goal #1 – Improve Student Completion)
4. Make Cañada College an area magnet school for Black students. (EMP/SEMP Goal #2 – K/12 Partnerships)
5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. (EMP/SEMP Goal #3 – Support Climate of Inclusivity)
6. Strengthen collaborative relationships with community members (EMP/SEMP Goal #2 – Community Connections)
7. Student orientation, welcome ceremony/ritual, end-of-year celebration (EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)
8. At least one Umoja supported class (EMP/SEMP Goal #1- Develop Clear Pathways)
9. Program participants engage in Umoja Cañada College activities (EMP/SEMP Goal #2 – On Campus Events)
10.Faculty and classified professional engage in Umoja professional development activities (EMP/SEMP Goal #3 – Professional Learning Plan)
12. Guided Pathways affinity groups to promote student completion (EMP/SEMP Goal #1 – Improve Student Competion & Gaol #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)
13. Cañada Umoja Course Planning: (EMP/SEMP Goal #1 – Improve Student Completion)
14. Core courses (2 cohorted) (EMP/SEMP Goal #1 – Cohorted Programs)
15. Cañada Umoja Services and Activities: (EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)
16. Mentorship (peer to peer and faculty/staff/administrator/community member to student) (EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)
17. College Visits (EMP/SEMP Goal #2 – College Partnerships)
18. Work-Study and Placement (90% retention rate) (EMP/SEMP Goal #3 - Institutionalize Effective Structures)

Resource Requests

3.   Explain how adding this position will strengthen the department or division.
When the Umoja Program PSC position becomes full-time, the person in this position would be able to accomplish the full duties of this position including meeting the requirements of the Umoja Community Education Foundation (UCEF) MOU.

4.   Explain how this work will be accomplished if the position is not filled.
The scope of work/duties is limited since the current PSC is part-time (48%). And also the program's retention specialist's hours are 13% of a full-time position. (CWA has provided limited retention specialist hours in support of the program.)

5.   Critical Question: How does this resource request support closing the equity gap?
The Program Services Coordinator position supports the creation of a campus that is welcoming to Black students by connecting with their internal and external communities. The Umoja Program PSC works directly with students to support their success and retention by connecting them with college resources. The Umoja Program PSC also works to meet the goals of the UCEF MOU between Cañada College and UCEF.

6.   Critical Question: How does this resource request support Latinx and AANAPISI students?
Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services. Not only has the success and retention rate drastically improved for Black students in the Umoja classes, but all students in these classes.

Map Request to College Goals and Strategic Initiatives.

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Make registration easier
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Support innovative teaching that creates more equitable and antiracist learning environments
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Ensure the physical campus is accessible
Provide adequate access to technology
Manage resources effectively

This position has been reviewed by the department or division and is recommended for hiring.

Dean/Director/Hiring Supervisor Name
James Carranza, Dean, Humanities and Social Sciences

Date
10/28/2024