

Intentional and Deliberate

UMOJA III 2007 CONFERENCE
Hosted by the Chabot College Daraja Program



Umoja Community:

Stepping Up Success for All
African American Students
in
California Community Colleges

UMOJA III 2007 CONFERENCE

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Friday, October 12th Keynote Speaker: Dr. Shawn Ginwright

Dr. Shawn Ginwright is an Associate Professor of Education in the Africana Studies Department and Senior Research Associate for the Cesar Chavez Institute for Public Policy at San Francisco State University. In 1989, Dr. Ginwright founded **Leadership Excellence Inc.**, an innovative youth development agency located in Oakland, California that trains African American youth to address pressing social and community problems. In 1999, he received his Ph.D. from the University of California Berkeley. His research examines the ways in which youth in urban communities navigate through the constraints of poverty and struggle to create equality and justice in their schools and communities. He is the author of "Black in School- Afrocentric Reform, Black Youth and the Promise of Hip-Hop Culture" and co-editor of *Beyond Resistance!: Youth Resistance and Community Change: New Democratic Possibilities for Practice and Policy for America's Youth*. He has published extensively on issues related to urban youth in journals such as *Social Problems*, *Social Justice*, *Urban Review*, and *New Directions in Youth Development*. He is a highly sought speaker to national and international audiences.



Friday, October 12th Lunch Keynote Speaker: Dr. Lawson Bush V.

Lawson Bush, V, Ph.D. is Professor and Director of the CSULA/UCI Joint Ed.D. Program in Urban Educational Leadership. In addition to his book entitled, *Can Black Mothers Raise Our Sons?*, he has published over 20 articles addressing African American educational history, African-centered education, school desegregation, and Black male schooling and developmental issues in such publications as the *Educational Horizons*, *Urban Education*, *Journal of Negro Education*, *American Secondary Education*, *Journal of Black Studies*, *Black Issues in Higher Education*, and *Community College Journal*. His work in the academy has been augmented by his tenure as the founder and director of the following programs and organizations: Imani Saturday Academy, Neighborhood Manhood Development Program, Tehuti Educational Consortium, and Afrikan-centered Charter School Group. Website Address: <http://www.calstatela.edu/faculty/lbush2/> Email Address: lbush2@calstatela.edu



Saturday, October 13th Keynote Speaker: Dr. Ali Rahmani

Dr. Ali Rahmani is Vice President of Student Services at Chaffey College. He has 28 years of experience in higher education, having served in various leadership roles in both the Californian State University and Community College systems. His doctorate is in educational leadership and his dissertation research focused on the intersections of leadership, change, and innovation in higher education. Dr. Rahmani has one class remaining to complete course work towards a second doctorate in Cultural Studies at Claremont Graduate University. His research interests include Critical Race Theories; Feminist theory (in particular transnational and women of color); Transnational Media; Exile and Diaspora. He has presented papers at various academic conferences including "Social Justice in Challenging Times" and "Global Action and Social Change." He is a published author and has taught as adjunct in two different disciplines - Business Management; and Ethnic and Gender Studies at Cal Poly Pomona and the University of La Verne. He is Founder/President of *Kaleidoscope Leadership Consultants*, addressing diversity and social justice, organizational development, strategic planning, team development, assessment, and conflict management needs within the higher education sectors. Clients have included: UCLA, UC Riverside, La Sierra University, Sierra Nevada University, Rio Hondo College, Citrus College, CSU Fullerton, CSU Hayward, City of Knowledge School (K-12), Golden West College, Azusa Pacific University, CSU Northridge, Scripps College, University of La Verne, Cal Poly Pomona, Woodbury University. He serves on numerous local, national and international boards including the Center for Civic Education. The Center develops educational and training curriculum that promote freedom and democracy in the United States and in more than 60 emerging democracies, reaching an estimated 4.8 million students annually.

UMOJA III 2007 CONFERENCE AGENDA

Friday, October 12th, 2007

7:30 AM	Bus pick-up from hotels to Chabot College Parking for conference attendees available in Staff Lot A & Student Lot B
8:00 AM to 9:00 AM	Registration & Continental Breakfast, Cafeteria Lobby
9:00 AM to 10:45 AM	Conference Opening, Performing Arts Center Ancestral Calling Jackie Boboye, Chaffey College Counseling Faculty Introductions Dr. Edward Bush, Riverside Community College Vice President, Student Services Welcome Dr. Robert Carlson, Chabot College President Song - "Lift Every Voice" Felicia Hunt, Chaffey College Student, President AMAN/AWOMAN Program Slideshow Presentation Produced by Matthew Powell, Diablo Valley College English Faculty Umoja Background; Conference Overview & Goals Tom DeWit, Chabot College Awards Ceremony for Colleges with Long-Standing Programs Focusing on African American Students Dr. Teresa Aldredge, Cosumnes River College Counseling Faculty Kim Morrison, Chabot College Library Faculty Keynote Speaker Dr. Shawn Ginwright, San Francisco State University Umoja Status Report and Review of Umoja Executive Summary Tom de Wit, Chabot College English Faculty
11:00 am to 12:00 PM	Breakout Session 1: Workshop 1 – Administrative Component , Room 520 Workshop 2 - Organizational Component , Room 506 Workshop 3 - Support Services Component , Room 505 Workshop 4 – Instructional Components: A. Psych/Counseling/Guidance Courses , Room 511 B. English , Room 503 C. African/African American Focused Curriculum , Room 510

12:00 PM to 1:30 PM	Lunch, Cafeteria Keynote Speaker Dr. Lawson Bush V., California State University, Los Angeles
1:45 PM to 2:45 PM	Breakout Session 2: Workshop 1 – Administrative Component , Room 520 Workshop 2 - Organizational Component , Room 506 Workshop 3 - Support Services Component , Room 505 Workshop 4 – Instructional Components: A. Psych/Counseling/Guidance Courses , Room 511 B. English , Room 503 C. African/African American Focused Curriculum , Room 510 D. Student Research and Information Literacy , Library Room 119
3:00 PM to 4:00 PM	Breakout Session 3: Workshop 1 – Administrative Component , Room 520 Workshop 2 - Organizational Component , Room 506 Workshop 3 - Support Services Component , Room 505 Workshop 4 – Instructional Components: A. Psych/Counseling/Guidance Courses , Room 511 B. English , Room 503 C. African/African American Focused Curriculum , Room 510 D. Student Research and Information Literacy , Library Room 119 E. Administrators Workshop , Room 706 F. Mathematics Workshop , Library Room 107 A/B
4:15 PM to 5:00 PM	“Speak Out” Open Forum in Library
5:00 PM to 6:00 PM	Wine & Cheese Reception , Library Donated by Members of the Daraja Advisory Board
6:00 PM to 9:00 PM	Steering Committee Meeting , Board Room, Building 200

WORKSHOP DESCRIPTIONS

Administrative Component

Room 520, Building 500

Elaine Moore, leader, with Debbie Green, Dr. Edward Bush, Dr. Donna Colondres & Cindy Vyskocil

This workshop will provide information on the overall administrative functions required to create an Umoja Community on your college campus including information on program administration/coordination, staffing, budgets (based on FTES), and research statistics.

Organizational Component

Room 506, Building 500

Lisa Fitch & Dr. Teresa Aldredge, co-leaders, with Brenda Bias & Dr. Wanda Fulbright-Dennis

This session will introduce you to the centralized statewide Umoja Community organizational structure, whose goal is to be a deep resource to local colleges as they begin and develop an Umoja Community on their campus. We will share the function, role and activities of the statewide organization.

Support Services Component

Room 505, Building 500

Antoine Thomas & Caritha Anderson, co-leaders, with Debbie Anthony, Jackie Boboye, Jeri Marshall, Judy Mays, & Clyde Phillips

This workshop will provide information on the essential student support services needed to enhance and supplement current support services found on your college campus including information on how these services will work in concert with the instructional components of the Umoja Community.

WORKSHOP DESCRIPTIONS, Continued

Instructional Components

These workshop strands are intended for those who wish to create or teach a set of core courses which follow the same African-centered pedagogy/classroom practices regardless of the academic discipline:

A. *Psychology-Counseling/Guidance Courses*

Room 511, Building 500

Geri Scott, Denise Marshall-Mills & Dr. Donna Colondres

College Success courses are an essential part of a learning community. In this session, we will discuss the need to make a paradigm shift and share pedagogical approaches that can be used to create an African-centered College Success course.

B. *English*

Room 503, Building 500

Barbara Worthington, Tom deWit & Keith Aytch

Umoja Community English: "Moving the Mind, Body, and Spirit"

The Umoja Community English workshop offers an opportunity for participants to discuss unique methods of teaching that honor the richness of the African-American experience. There will be a particular emphasis on using culturally responsive curriculum and practices to encourage basic skills students to successfully move to transfer level coursework. Workshop facilitators will discuss some of their moments in the "classroom village" - the challenges and the rewards.

C. *African/African American-Focused Curriculum*

Room 510, Building 500

Matthew Powell, Kendra Cabrera & Terrence Elliott

Courses which have an African/African American focus such as African/African American Studies, Black Psychology, Sociology of African Americans, Afro-Caribbean Music, African American Art, etc.).

This session will introduce you to social science and humanities courses currently taught in California community colleges with an African-American focus and how such courses can be linked to the Umoja Community. We will also discuss the use of critical pedagogy practices and theories in these content-based classrooms.

D. *Student Research and Information Literacy*

Library Room 119, Building 100

Kyzyl Fenno-Smith & Kim Morrison, co-leaders

This session focuses on how students learn through their own inquiry and research. We will discuss how to bring student expertise to the center of the educational experience and how to connect community knowledge to the academic experience. Examples to be shared: Hip Hop in the Library, Who's Researching Whom?, Translation Nation: from Street to School.

E. *Administrators Workshop*

Room 706, Building 700

Tom deWit & Dr. Edward Bush, co-leaders

This session will go into detail about the role of administrators in fostering an Umoja Community. We will look closely at the draft fiscal model provided by the Umoja Community. We will have an open conversation intended to share good ideas and strategies for bringing the Umoja Community to a local campus. We will also discuss the possible use of Basic Skills monies and what we should do when conducting site visits to interested campuses in spring 08.

F. *Mathematics Workshop*

Library Room 107 A/B, Building 100

Anne McLaughlin

This session will be a facilitated roundtable discussion on the challenges and possibilities of including math, particularly basic skills math, as a central instructional component of the Umoja Community model. We are all aware of how many of our students struggle in math classrooms and how we must engage this struggle very deliberately. While members of the steering committee have discussed and researched math, we hope that this conversation begins us down a formative path to including a math component.

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7:30 AM	Bus pick-up from hotels to Chabot College — Remember to bring your luggage Parking for conference attendees available in Staff Lot A & Student Lot B
8:00 AM to 9:00 AM	Conference Registration & Continental Breakfast, Art Gallery Foyer
9:00 AM to 10:25 AM	Conference Resumes, Performing Arts Center Review of Day & Introduction of Keynote Speaker Dr. Edward Bush Keynote Speaker: Dr. Ali Rahmani, Chaffey College Basic Skills Alignment with Umoja Principles Tom deWit Intentional and Deliberate Umoja Community Consensus Dr. Edward Bush
10:30 AM to 12:00 PM	How to Get Started on Your Campus Room TBA, Building 1700 This hands-on interactive session will provide participants the opportunity to develop the “Start-Up -Tools” needed to design an Umoja Community (program). After reviewing the drafted Umoja Community (program) a discussion of the challenges some colleges have encountered in starting a new program and how Umoja can be a “deep” resource to your school will be facilitated. Workshop participants will then team-up with colleagues from their respective campuses and begin to draft the specific steps needed to “roll out” an Umoja Community (program) at their college.
12:15 PM to 1:15 PM	Lunch, Cafeteria Singer of Spirituals Courtney Knott
1:30 PM to 2:30 PM	Student Voices —“ <i>Film: Students on Daraja Experience</i> ” Student Panelists to follow with Q&A; Student Feedback
2:30 PM to 3:00 PM	Business Meeting, Library Business Meeting—Open to All Conference Attendees (optional) Next Steps, activism, communication
Transportation	Shuttle to airport from Chabot College bus loop Don't forget your luggage!

UMOJA COMMUNITY



Executive Summary September, 2007

Tom deWit, Co-chair
English Professor
Chabot College

Donna Colondres, Co-chair
Professor/Counselor
Chaffey College

Umoja Community Steering Committee

- **Dr. Donna Colondres**, Co-Chair (Chaffey College)
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- **Tom deWit**, Co-Chair (Chabot College)
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- **Dr. Teresa Aldredge**, Vice-Chair Program Development (Cosumnes River College)
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- **Caritha Anderson** (Evergreen Valley College)
- **Debbie Anthony** (Monterey Peninsula College)
- **Keith Aytch** (Evergreen Valley College)
- **Brenda Bias** (College of Alameda)
- **Jackie Boboye** (Chaffey College)
- **Dr. Edward Bush** (Riverside Community College)
- **Kendra Cabrera** (Monterey Peninsula College)
- **Terrence Elliott** (Contra Costa Collge)
- **Lisa Fitch** (Los Angeles Community College District)
- **Kyzyl Fenno-Smith** (CSU East Bay)
- **Debbie Green** (College of Alameda)
- **Jeri Marshall** (American River College)
- **Denise Marshall-Mills** (Cosumnes River College)
- **Judy Mays** (American River College)
- **Elaine Moore** (El Camino College)
- **Clyde Phillips** (Orange Coast College)
- **Matthew Powell** (Diablo Valley College)
- **Gerri Scott** (Sacramento City College)
- **Antoine Thomas** (Mt. San Antonio College)
- **Cindy Vyskocil** (Fullerton College)
- **Barbara Worthington** (Chabot College)

Umoja Community Consortium Leaders

- **Dr. Helen Benjamin**, Chancellor, Contra Costa Community College District
- **Dr. Susan Cota**, Chancellor emeritus, Chabot-Las Positas Community College District
- **Dr. Jerome Hunter**, Chancellor, North Orange Community College District
- **Dr. Joel Kinnamon**, Chancellor, Chabot-Las Positas Community College District

Special Consultant

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UMOJA COMMUNITY

Mission Statement

Umoja, (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

Organizing Principles

Our community:

1. shares a name with a core set of pedagogies and promising practices;
2. supports the academic success of all students
3. supports the persistence and retention of all students toward defined educational goals: transfer, certificate, associate degree;
4. integrates both instructional and student services;
5. integrates direct instruction of information and technology literacy;
6. integrates sound assessment strategies and a set of core benchmark measures;
7. includes recruitment and regular training of students, staff and faculty through seminars, conferences, and other professional development;
8. facilitates the sharing of resources: financial, curriculum, methodologies, pedagogies, materials, and contacts;
9. 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.

Background

The Umoja movement began at the Umoja I conference at Diablo Valley College in October of 2006. It was agreed at a business meeting that faculty should unify efforts to improve the success and retention of African American students across the state. Twenty faculty signed up to do the unifying work and from there two steering committees were formed—Northern and Southern. The Southern California Steering Committee hosted Umoja II at Chaffey College in March of 2007. At a business meeting, the two committees officially united with the reaffirmed purpose of creating a statewide program.

The steering committee which represents twenty-three California community colleges was initiated solely by volunteers. After many months of research and meetings, the steering committee completed a comprehensive and detailed draft of a statewide program. The work is based on the materials, practices and experiences of the fifteen programs focused on African American students that already exist in the California community college system. The draft program is also aligned with practices and recommendations of the “Basic Skills as a Foundation for Success” document from the state Chancellor’s Office. In October 2007, Chabot College will be hosting the Umoja III conference to share the draft program and collect feedback and consensus from attendees. The Umoja Community is still in the development phase and the steering committee will continue to be very intentional about integrating feedback and expertise that help shape the core program and its resources.

A consortium of Chief Executive Officers and community college administrators was formed in support of the Umoja movement. The consortium is currently providing guidance and some seed monies. The Umoja steering committee continues to meet with legislators, the Chancellor’s Office, foundations and other interested parties to lay the groundwork for a future statewide program. After gathering consensus and input from our colleagues throughout the state, the steering committee will share the Umoja Community model with Chief Instructional Officers, Chief Student Service Officers, the Community College League and the Board of Governors. Our goal is to begin piloting the Umoja Community at 3-5 colleges in 2008.

Educational Philosophy

Umoja is a community of educators and learners committed to the academic success, personal growth and self-actualization of African American and other students. The Umoja Community seeks to educate the whole student—body, mind and spirit. Informed by an ethic of love and its vital power, the Umoja Community will deliberately engage students as full participants in the construction of knowledge and critical thought. The Umoja Community seeks to help students experience themselves as valuable and worthy of an education.

Educational Philosophy, Continued

The Umoja Community gains meaning through its connection to Africa and the African Diaspora. African and African American cultural and spiritual gifts inform Umoja Community values and practices. The Umoja Community seeks to nurture knowledge of and pride in this reality. The learning experience within the Umoja Community will provide each individual the opportunity to add their voice and their story to the collective voices and stories of the African and African American Diasporas.

African American students are integrally/inextricably connected to global struggles for liberation throughout the African Diaspora. In light of this, the Umoja Community views education as a liberatory act designed to empower all students to critique, engage, and transform deleterious social and institutional practices locally and globally. The Umoja Community will practice and foster civic engagement so that all its participants integrate learning and service. Likewise, the Umoja Community will instill in our students the knowledge and skills necessary to enable them to make positive differences in their lives and the lives of others.

Research—Statement of Problem

Earning a college degree plays a vital role in a person's ability to compete successfully in an increasingly competitive global marketplace. Research indicates that college graduates will earn twice the yearly income of non-graduates making college graduation an important component in a person's future earning potential (Brower & Ketterhagen, 2004). However, not all students are achieving the same levels of academic success in college. Statistics demonstrate that significant disparities exist academically between African American students when compared with white students. In California, the percentage of adults who have a college diploma is lower for blacks at 11 percent than for whites at 21 percent (The State of Black California, 2007). During the 1990s, African American students dropped out of college at a rate that was 20 to 25 percent higher than the national average for white college students. Those black students who did successfully complete their college degrees did so with a grade-point average that was two-thirds of a grade below their white counterparts (Steele, 1999).

Research from Sallie Mae (a major source of financial aid funding to college students) indicates that the enrollment and graduation rates of African American college students continue to lag behind other populations at an alarming rate. The percentage gap between the proportion of African American students without bachelor's degrees and their white counterparts has grown by 34% since 1980 according to Kathleen deLaski, President of The Sallie Mae Fund (B. Miranda, November 7, 2005). The college graduation rate for African American students is a growing national concern.

A study by the San Francisco – based Public Policy Institute of California, found that blacks and Latinos have the lowest completion rates of community college students statewide. In addition, in the California Community College system, African Americans are among the lowest performers in the areas of English and Math, with African American males being the lowest achievers (Chancellor's Office, 2003). The Daraja Project (Chabot College), one of the programs upon which the Umoja Community is designed, effectively addresses low performance in English. Between 1994-2004, Daraja students (age 21 or under) successfully complete the Basic Skills to Freshman Composition sequence at a rate 19% higher than African American students (age 21 or under) not in Daraja (Chabot College, Office of Inst. Research).

Researchers have identified several factors that contribute to the lack of academic success of African American students within the United States. Much of the research points to specific issues within the academic institution that remain largely unexamined and unaddressed by college administrators and faculty. Low teacher expectations, negative teacher perceptions, and minority stereotyping lead directly to feelings of alienation and abandonment in the classroom for African American students (Lee, 2004; Steele, 1999). Other research points to the lack of an early intervention program within the first few weeks of the semester as a factor of underachievement (Rowser, 1997). The Los Angeles Times (February 2, 2007) reported that the California Community College completion rates were higher among students who attended colleges full time, were enrolled continuously, completed an orientation course and registered on time for most of their courses. Project Success (El Camino College), another program upon which the Umoja community is designed, addresses these issues by providing counseling, early registration, supportive instructors who teach in learning communities and mentoring. As a result, institutional research data indicates that Project Success students have, over the last eighteen years, consistently achieved a significantly higher GPA and retention rate as compared to African American students not in the program.

With all of this in mind, the Umoja Community has been intentionally and deliberately designed to promote the success of African American students by providing a learning environment where African American students are affirmed, where their lives and voices are both validated and celebrated, where they are encouraged to succeed, where teacher perceptions are positive, and where teacher expectations are high. In addition, the program offers a mechanism for early intervention and the ability to evaluate the needs of each student individually and to provide the necessary support services. The Umoja Community is a culturally responsive instructional approach to learning with faculty who are both knowledgeable and enthusiastic in their approach to addressing the academic and support needs of all students. Umoja is the first statewide approach of its kind to specifically address the retention and academic success of students through the focus and power emanating from the African American experience.

Umoja Community Design

Umoja Village

The Umoja Village is a component of the Umoja Community, a dedicated space welcoming all students, a space designed by students and staff, a space that nurtures academic success. The Umoja Village will provide opportunities to increase exposure to historical and cultural experiences from the African Diaspora. The Umoja Village will be a place for the expression and celebration of our students' voices. The Umoja Village will intentionally cultivate relationships within the broader institution to help support students.

Minimum requirements to be a student member of the Umoja community:

- Complete application/intake form
- Complete mandatory orientation
- Enroll in Guidance/Counseling courses
- Complete comprehensive Student Educational Plan
- Meet with counselor twice per semester
- Participate in core Umoja-sponsored program activities
- Complete Free Application for Federal Student Aid (FAFSA) and Board of Governors Fee Waiver (BOGW) Form
- Meet with mentor twice per semester

Academic Component

Beyond the minimum requirements, colleges interested in adopting the Umoja Community model will strive to implement a Learning Community and/or Cohort of students. The Umoja Community model is intentionally flexible both in order to accommodate variations at the local level and to allow colleges to grow their own expression of the Umoja Community over time.

Learning Community Model (Umoja students taking two or more linked classes)

Guidance/Counseling Courses (1st & 2nd semester)
English Course
Math Course
Library Information Literacy Course
Other course with African American Emphasis

Cohort Model (Umoja students enrolled in classes within the general population)

Guidance/Counseling Courses (1st & 2nd semester)
Other identified course(s) with African American emphasis

Note: Students are required to participate in the Guidance courses and will be encouraged to participate in other courses as determined by local college. There will be continued service to a student who meets the minimum requirements until that student reaches their educational goal.

Umoja Community Basic Components

The following list of components reflect all the areas currently drafted. Each of these components includes a full complement of documents: descriptions, definitions, samples, timelines, duties, activities, models, spreadsheets, strategies, promising practices, and other practical information to assist local colleges in implementing the Umoja Community model. These components make up a comprehensive program and statewide resource that will be accountable and sustainable over time. The Umoja Community steering committee intentionally designed these components to enable our community to grow, learn and develop as we move forward.

Instructional Component

- College Guidance Courses
- English Reading and Writing Courses
- Mathematics Courses
- Library Information Literacy Courses
- African/African American-Centered Courses

Support Services Component

- Matriculation
- Financial Aid/Scholarships
- Academic Support
- Cultural Activities
- Mentoring
- Counseling Services
- Workshops
- Incentives
- Student Club/Organization

Organizational Component

- Mission Statement
- Organizing Principles
- Promising Practices
- Core Beliefs, Values, Habits of Mind
- Educational Philosophy
- Pedagogical Practices

Organizational Component, Continued

- Outreach/Recruitment Strategies
- Training—annual cycle
- Funding Strategies
- Educational Resource Management Strategy
- Steering Committee (Council of Elders) (statewide and local)
- Advisory Board (statewide and local)
- Mentor Council (statewide and local)
- Transfer Agreements with Historically Black CUs, CSUs, and UCs
- Central Office with Director and staff
- Umoja Day – student leadership conference

Administrative Component

- Budget (based on formulas)
- Staffing (based on formulas)
- Coordination Duties
- Memorandum of Understanding (MOU) with participating college
- Inquiry Model
- Research
- Student Learning Outcomes (SLOs) and Assessment
- Cost per Full Time Equivalent Student (FTES)
- Mentor Guidelines

Umoja Community's Links to Basic Skills Initiative

Currently, African American students are disproportionately represented in basic skills courses when compared to White students. The Umoja Community addresses most, if not all, of the effective practices highlighted in the 2007 *Basic Skills as a Foundation for Students Success in the California Community Colleges*. The Umoja Community program components that link directly to effective practices outlined in the report are as follows:

- **Umoja** is based on a clearly articulated mission and purpose which includes overarching values and beliefs.
- **Umoja** is highly centralized and coordinated.
- **Umoja** facilitates and supports student completion of coursework as early as possible within the educational sequence.
- **Umoja** includes a comprehensive system of support services with a high degree of integration among academic and support services.
- **Umoja** consists of faculty and advisors who are both knowledgeable and enthusiastic about developmental education and the academic success of African American students.
- **Umoja** includes a mandatory orientation, assessment, and course placement.
- **Umoja** includes regular program evaluations and the use of data as mechanisms to improve practices.
- **Umoja** provides counseling support which is substantial, accessible, and highly integrated into academic courses.
- **Umoja** disseminates financial aid information to support all of their students.
- **Umoja** instructional practices are intentionally designed to address the holistic development of all aspects of their students.
- **Umoja** is fundamentally based on culturally responsive teaching.
- **Umoja** includes a high degree of structure within the educational courses.
- **Umoja** employs a variety of instructional methods to meet the needs of African American students.
- **Umoja** involves instructional strategies that are shared between participating faculty.
- **Umoja** aligns student entry skill level and course content to college-level performance requirements.
- **Umoja** faculty and advisors closely monitor student performance and student progress.
- **Umoja** has in place comprehensive academic support mechanisms that include: trained tutoring, counseling, academic success workshops, and learning style assessments.
- **Umoja** encourages and supports faculty development. The improvement of teaching and learning is connected to the program goals.