



REQUESTOR(S): Sam White/Kimberly Escamilla (English Faculty)	
DATE SUBMITTED: 4/21/2016	FUNDING YEAR: 2016-2017
DIVISION: Language Arts	DIVISION DEAN: Paul Starer

REQUESTED AMOUNT FROM STUDENT EQUITY: \$11,700

ARE YOU REQUESTING FUNDING FROM OTHER SOURCES? YES NO **IF YES, PLEASE SPECIFY:**

# OF STUDENTS SERVED: For the first year 30-60 students, but this will grow as an Umoja Scholars club, new recruitment, and mentoring are established.	# OF FACULTY AND/OR STAFF SERVED: Six
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Please provide a summary of the request and details on how this activity will directly serve the College’s Student Equity goals. Be sure to include a description of which disproportionately impacted student groups this activity addresses, which specific student success indicators it supports, how this request addresses those groups and indicator(s).

Our request includes funding for B.2 activities for co-coordinators, counselors, and hands-on staff (Early Alert and Student Affairs) to attend a required, Summer Learning Institute (SLI) at the end of June 2016. B.1 and B.3 activities will be indirect outcomes of this training. The SLI is an intensive immersion and team building training that includes Umoja rituals and practices such as Communal Intelligence, The Porch Talk, Live Learning, and Integrated and intentional counseling. During this time, the team will develop its structure, goals, and activities. Counselors and faculty will meet with colleagues from other colleges together and separately. It is also a time to fine-tune our curriculum and strategies for engaging the Foothill Umoja Scholars. Sample schedules from previous SLI's indicate that our team will be working in sessions from early morning until late evening each day. All training, activities, and meals will be held as a group at the facility.

Please indicate the criteria used to select the students and/or faculty/staff participating in this activity.

The Umoja Scholars program has a focus on African and African American curriculum, cultural practices, and values; however, the program is open to all students. Faculty and staff are self-selected to participate based on their desire to serve the African and African American student community at Foothill. Our team members will be directly working with our students. A group of about 12 faculty and staff have been meeting once or twice a month to plan the program; however, this core group of six will be working directly with our student cohorts.

What outcomes are you predicting for this activity (or for those who participate) and what metric(s) will be used to evaluate if the activity is supporting increased outcomes for those students on the indicators (as described above)?

The SLI will allow the Umoja Scholars team to build a program that will be successful in closing the achievement gap while increasing support and revitalizing the the African American student presence and culture on campus. During the SLI, the Umoja principles will not only be taught, but will be practiced as a group. At the end of the training, we'll be presenting our group's program to the other participants. These practices are cultural, academic, and spiritual and directly inform the way we interact and work with students; therefore it is imperative that the core team participates. After the training, we plan to further present on and off campus for recruitment of students, faculty and campus / community mentors.

Please cite any research or evidence relevant to your proposal.

On other CCC campuses, the Umoja program has proven successful in eliminating the disproportionate academic outcomes that impact African American students AND increasing the African American student population on those campuses. The graph relating to this research is included in our larger proposal and in our presentation slides. Our team will have the opportunity to engage in courageous and bold discussions with other Umoja Community program staff. We will be given the opportunity to discuss and refine our programs based on information learned at the institute. Examples of content presented at the SLI include program structure and implementation, elements of African customs and rituals, and cultural applications for teaching English, math, and college success/guidance courses. The SLI is a professional development opportunity where we can also earn college credit.

Please describe plans for sustaining the activity (if possible) without Student Equity funding.

N/A This is a one-time training--though when new Foothill Umoja program members join, they will be able to attend future SLI's.

Please provide a timeline for implementation and a schedule of planned activities.

Included Invoice needs to be paid by May 2nd and airline tickets and transportation to the hotel should be purchased asap.

Per the **State Chancellor's Office**, Foothill College's **Student Equity Plan** is comprised of **five focus areas** (*Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer*). The College then identifies disproportionately impacted students groups and associated activities for each focus area.

Each request must support increased outcomes for the associated students groups via **one (or more)** of the activities detailed in the **Student Equity Plan**. Using the check boxes below, indicate the **student group(s)** and the **associated Equity Plan activities** the request supports. *NOTE: You cannot mix and match groups and activities across factors.*

ACCESS

Target Populations + Current Gap

Asian Indian (-4%) Veterans (-4%) Vietnamese (-3%)

Associated Activities

A.1 – Marketing and Outreach to Recruit Students from Underrepresented Student Groups

COURSE COMPLETION

Target Populations + Current Gap

African American (-15%) Low Income (-10%) Latino (-7%)

Associated Activities

- B.1 – Develop and Implement a Mentoring Program
- B.2 – Professional Development to Assist Faculty and Staff with Identifying and Implementing Strategies to Increase Success of Disproportionately Impacted Students
- B.3 – Support 3SP Early Alert Activities
- B.4 – Plan for the Expansion of First Year Experience
- B.5 – Provide Equity Research
- B.6 – Develop Online Access to Data about Subpopulations of Students
- B.7 – Reduce Financial Barriers to Course Success for Low Income Students

ESL & BASIC SKILLS COMPLETION

ESL: Target Populations + Current Gap

Native Hawaiian or other Pacific Islander (-23%) Females (-3%) Latino (-7%)

ENGLISH: Target Populations + Current Gap

African American (-19%) Low Income (-7%) Filipino and Pacific Islander (-13%)

MATH: Target Populations + Current Gap

African American (-23%) Low Income (-6%) Latino (-6%)

Associated Activities

C.1 - Pilot Multiple Measures of Assessment

DEGREE AND CERTIFICATE COMPLETION

Target Populations + Current Gap

African American (-26%) Latino (-17%) Low Income (-12%)

Associated Activities

D.1 – Use Student Educational Plan Data to Project Student Needs

TRANSFER

Target Populations + Current Gap

African American (-15%) Latino (-16%) Low Income (-10%)

Associated Activities

E.1 – Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact

INSTRUCTIONS FOR SUBMISSION

Please submit your completed request via email to the Student Equity Workgroup Tri-Chairs:

Paul Starer (starerpaul@fhda.edu)

Hilda Fernandez (fernandezhilda@fhda.edu)

Roberto Sias (siasroberto@fhda.edu)

FOR ADDITIONAL INFORMATION, PLEASE REFERENCE THE FOLLOWING LINKS

Foothill College Student Equity:

<http://www.foothill.edu/president/equity.php>

Student Equity Expenditure Guidelines:

http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf