

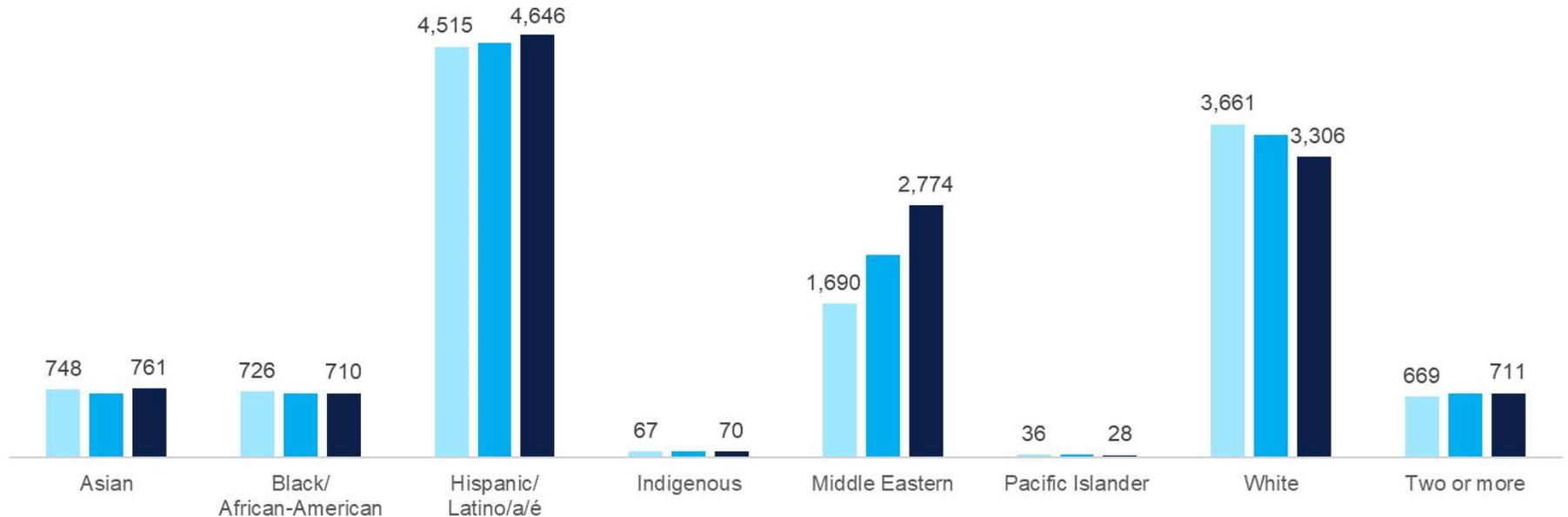
Supporting Black Student Success: Statewide Research Implications for Cuyamaca



Quick Primer: Our Data on Access

Annual student headcount increased for **Asian** students, **Latiné** students, **Indigenous** students, **Middle Eastern** students, and students who identify with **two or more** races or ethnicities

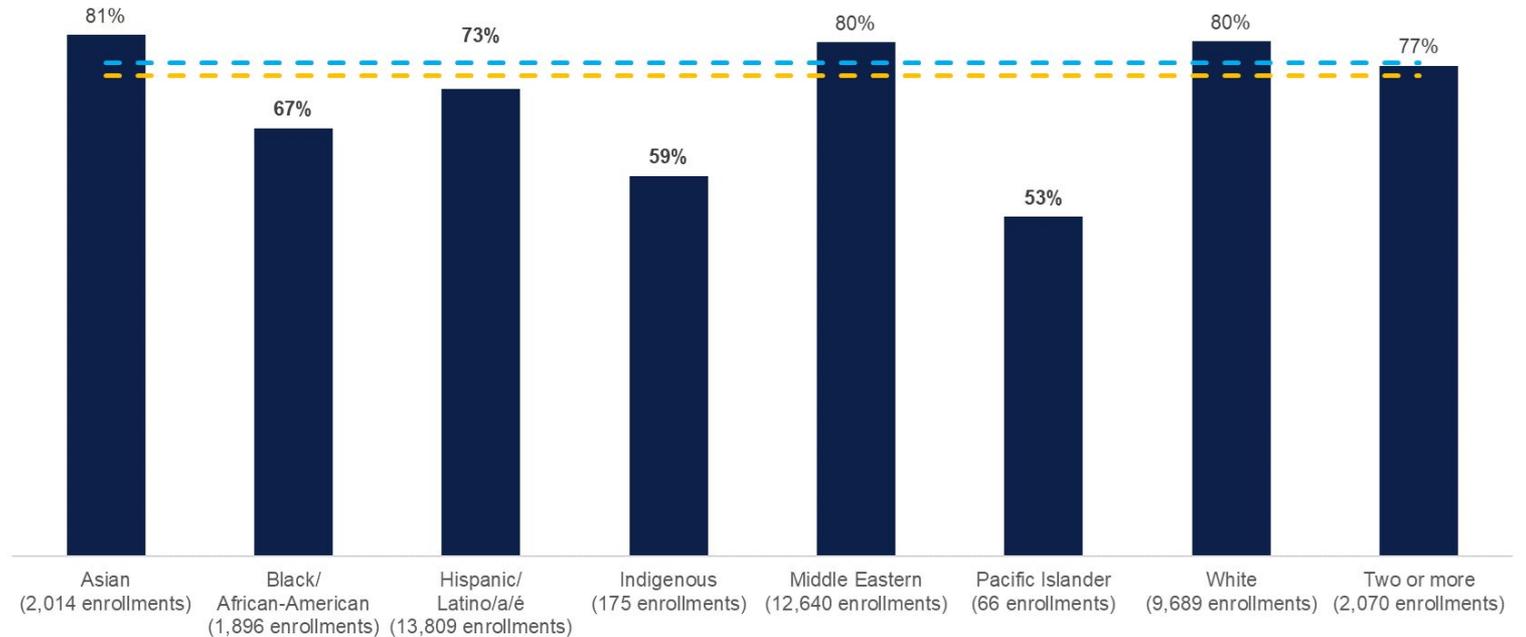
■ 2021-2022 (n=12,424) ■ 2022-2023 (n=12,933) ■ 2023-2024 (n=13,553)



Quick Primer on Our Data: Course Success

In 2023-2024, **Black and African-American** students, **Latiné** students, **Indigenous** students, and **Pacific Islander** students experienced course success rates below our institution-set standard of 75%

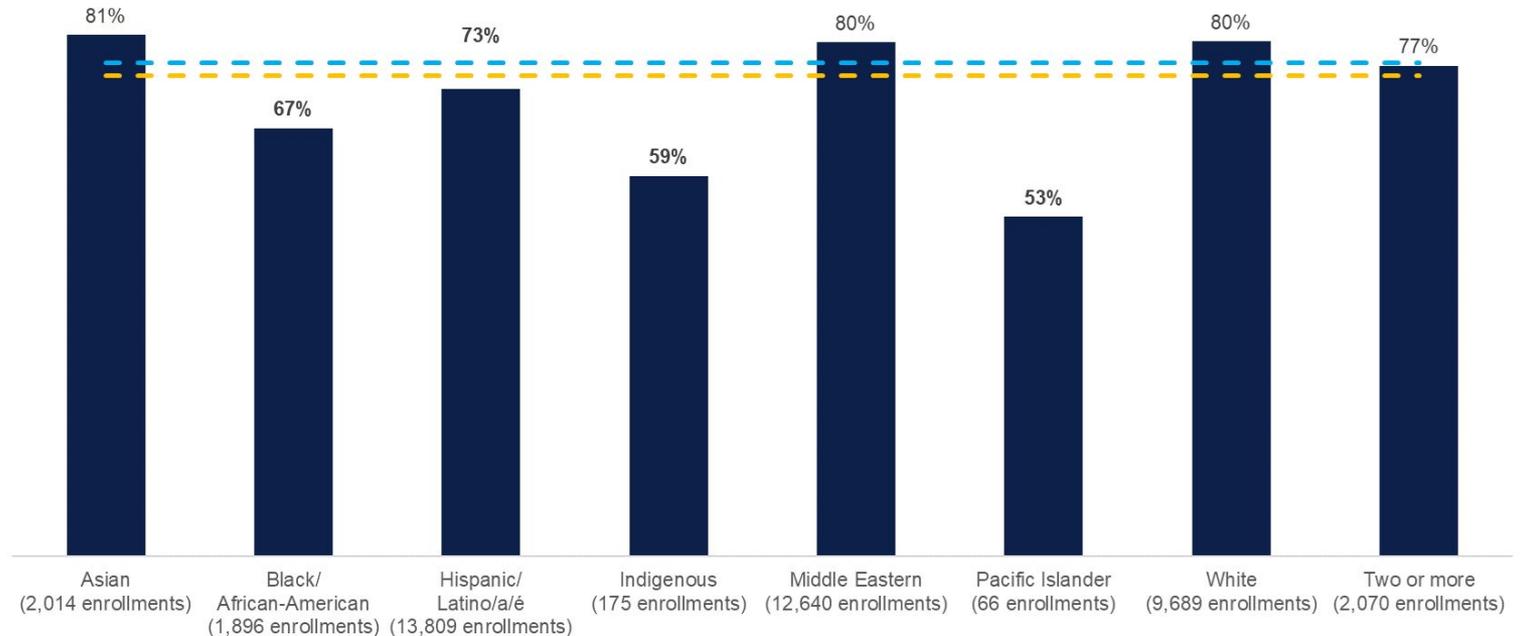
— Standard (75%) — Target (77%)



Our Data: Course Success

In 2023-2024, **Black and African-American** students, **Latiné** students, **Indigenous** students, and **Pacific Islander** students experienced course success rates below our institution-set standard of 75%

— Standard (75%) — Target (77%)



→ How can programs like Umoja help us create an environment in which Black students are supported to succeed and complete their educational goals?

The Goals of Umoja Curriculum and Programming

**AFFIRM PAN AFRICAN RACIAL
AND CULTURAL IDENTITIES**



Develop a shared understanding and purpose that fosters the agency and identity of Black and other students.

**ANDRAGOGY AND PEDAGOGY
THAT PRIORITIZE
AFRICAN-CENTERED LEARNING
AND CONTENT**



Empower students and educators to create relevant cultural knowledge that demonstrates an awareness of their place within the socio-historical context and experiences of the African and African American Diaspora.

**DEVELOP INDEPENDENT,
COMMUNAL, AND SCHOLARLY
LEARNERS**



Equip students with the cultural and navigational capital needed to complete rigorous coursework at a standard that demonstrates Black excellence.

**EMPOWER STUDENTS AS
SELF-DETERMINED
CHANGE AGENTS**



Develop leadership skills that increase students' capacity to engage in decision making that impacts their campus and communities.

→

How can programs like Umoja help us create an environment in which Black students can thrive?

*Statewide Research on **Umoja** shows that, compared to non-participating peers...*

Umoja participants are nearly 2x as likely to earn a degree within 4 years ²

↗

Umoja students attempt and earn more units ²

↗

Umoja students persist to the next term at higher rates ¹

Umoja students are 2x as likely to complete transfer English within 3 years ¹

→ **How does the Umoja program help students persist and succeed?**



Increased motivation and focus ¹

Nurturing for personal growth ¹

Academic and emotional support ¹

Increased academic self-efficacy ²



Implications for Our College

Collated from Statewide Research Reports

Expand Broaden Marketing & Outreach¹



Student-to-student communication is powerful and can improve awareness and outreach

915 students in San Diego County participate in Umoja.³

How are we helping to increase that number?

Increase Hands-On Learning¹



Students are seeking more internships, workshops, and project experiences.

Students are also interested in more career guidance resources and support.

Umoja participation is linked to greater achievement of critical completion milestones.

Expand Umojafied Courses¹



Students are looking for classes that center their identities and go beyond their first semester, including STEM pathway classes

Currently we have English and Counseling. We have had Math in the past. How can we Umojafy more classes?

Facilitators of and Barriers to Transfer for African American/Black Students

An African American/Black student's chances of making it near the transfer gate **INCREASE** by...

↑310% if they pass **transfer-level English and math** in their first year

↑160% if they pass **transfer-level math** in their first year

↑70% if they pass **transfer-level English** in their first year

↑60% if they receive **academic counseling**

↑20% if they participate in **Umoja**

An African American/Black student's chances of making it near the transfer gate **DECREASE** by...

↓20% if they come from a **low-income** background

↓20% if they are a **DSPS** student

↓70% if they are put on **academic probation**

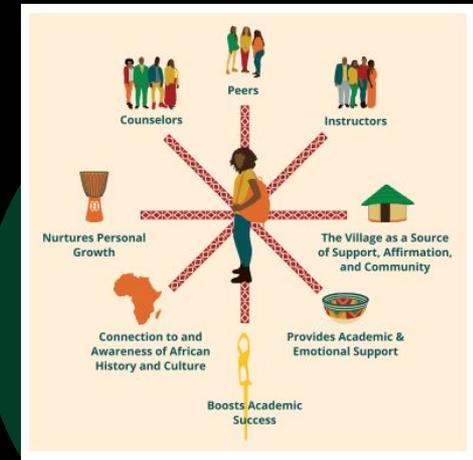
Note: All percentages are relative to African American/Black students who do not meet that criteria. For example, African American/Black students who are ever put on academic probation are 70% less likely to make it near the transfer gate than African American/Black students who have never been on academic probation.

Umoja does not just change experiences for students in the program. It changes **the campus** to better support Black student success and completion.



→ References & Resources

- [1 The Ethic of Love: A Mixed-Methods Analysis of How Umoja Supports Its Students' Academic and Life Success.](#) (2019). The RP Group.
- [2 Umoja Evaluation: 2024 Report.](#) California Community Colleges Chancellor's Office.
- [3 Umoja Campus Program Dashboard.](#) (2026). Umoja Community.
- [The African American Transfer Tipping Point: Exploring the Transfer Journeys of Over 7,000 African American/Black Community College Students.](#) (2023). The RP Group.
- [Evaluation of the Umoja Community.](#) (2018) Ed Insights, Sacramento State University.



Infographic: The RP Group

