

Umoja

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

As many of you know, the Chancellors office has identified African American (AA) males as the single most Disproportionately Impacted student population. The Umoja Community Guided Pathway at Modesto Junior College is part of a state-wide intentional Student Success effort for African American students partly funded by the State Chancellors office. Academic year 2018-2019 was our first full Program Review. Although this is not a significant window to determine student success (our population GPA remained from 2.6%-2.8%) the Umoja retention rate nearly doubled from 36.2% to an increase to 68.8%. This increased retention rate augurs an increased GPA and increased transfer.

2. Are there specific aspects of the program that are exemplary or could serve as a model?

Umoja is an intrusive model of education aimed at the total student. Umoja places intentional and deliberate emphasis on topics and curriculum relevant to the African American experience. Umoja program students, counselors, and educators also provide a community of assistance & support with personal issues that often hinder African American students in the educational setting. In Umoja, we believe in putting the student at the hub the center of student success & equity. Umoja Community offers: Jobs Strong academic support system and personal attention Dedicated counseling Integrated instruction from committed and caring faculty Scholarship and Grant funding Peer tutoring/mentoring Motivational workshops, conferences and cultural events Free participation for our students at state-wide Umoja Community events

Education with African American emphasis
Understanding the African Diaspora and its impact on education
Unlimited access to Student Success Specialists
Tutorials in Math and English courses. Transfer guarantee to UC/CSU and HBCU

3. What do others see as the program's strengths?

After our first year of offering student services, Umoja was a 2017 Cardoza award winning program and we had not yet offered academic classes. This award was for changing the college culture. Since then, the Umoja Community has trained and embraced 34 MJC faculty and staff into Umoja training and student service.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

Umoja Community program outcomes are currently outlined by the CCCC into four areas: GPA, transfer, graduation and degree completion. 2018-2019 was our first full year Program Review. Thus, we cannot track all areas. Our population GPA remained from 2.6%-2.8%. However, the African American retention rate nearly doubled from 36.2% for non-Umoja students to 68.8% for Umoja students! This increased retention rate augurs an increased GPA and increased transfer. We graduated/transferred 3 students in Spring of 2018, and 19 in Spring of 2019. African American students have articulated greater identification with the institution through documented attendance at Umoja events. These events include local service-learning opportunities, community internships and on-campus jobs as tutors and mentors.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

We currently have (at best) 3 systems in use that are relevant for tracking student success with Umoja, YCCD and the CCCC; they are: MIS, CRM and Starfish. These systems calculate using different metrics. These systems do not synchronize. Umoja data reporting to the CCCC has always been problematic. Umoja and CCCC require student data to be entered each semester yes, each student each semester. Therefore, the conflicts between tracking systems must be resolved to successfully serve our students with adequate and reasonable funding requests. Disaggregation of data is an ongoing issue with the District (internal) and the CCCC (external). Currently, students must self-identify as African American on District forms to count as Umoja students. Even students who identify as mixed or as African are not counted by our District as Umoja just because the system only recognizes African American! Umoja Touches Our Umoja Community serves students in a variety of non-instructional ways (counseling, tutorials, mentoring, workshops, etc.) that are not effectively counted and accredited institutionally. Umoja Supported Class reporting faculty who have undergone accredited training to teach and track Umoja students should be compensated. We have proposed a \$1000 stipend per faculty/semester. Mjc scorecard link - <https://scorecard.cccc.edu/scorecardrates.aspx?CollegeID=592>

6. What disproportionate gaps need to be addressed?

The California Community Colleges Chancellors Office has identified African American (AA) males as the single most Disproportionately Impacted student population within the State of California. These gaps exist systemically. However, S.T.E.M. is emphasized by both YCCD and CCCC/ Umoja as gaps to be directly (institutionally and systemically) addressed.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

Priority registration for all Umoja registered students Institutional chain/organizational chart for Umoja at MJC Stipends to reward training, data collection/accountability Budget transparency in order to plan Umoja Summer Bridge Bigger student village

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

Academic year 2018-2019 was our first full Program Review. Umoja Community program outcomes are currently outlined by the CCCC into four areas: GPA, transfer, graduation and degree completion. This is not a significant window to determine student success. Our population GPA remained from 2.6%-2.8%) the Umoja retention rate doubled from 36.2% to an increase to 68.8%. The current increased retention rate strongly suggests an increased GPA and increased transfer rate in the future.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

Umoja /Community College partnerships Service Learning/Community employment outreach Academic community outreach: Umoja Adopt a High School; Umoja CSU outreach at CSU Stanislaus More Umoja Student Village space (both campuses) On campus Faculty Development Off-campus Faculty Development (Umoja Summer Learning Institute, etc.) Budget diversification

10. What are some industry or disciplinary trends that could enhance the program?

MJC Career Services (Umoja trained 2019) 2 annual Umoja student conference Job Fairs A2MEND Job Fair, Umoja S.T.E.M. Academy The annual Umoja Student Leadership Academy

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

The combination of funding (YCCD Equity and CCCC Umoja) makes planning problematic especially since the YCCD Equity budget is an ever-moving target and District accountability for CCCC Umoja funds are a new institutional challenge.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

The Umoja Community at Modesto Junior College is part of a state-wide intentional Student Success effort for the academic success of African American students. As such, there are no industry trends other than academic success and graduation/transfer..

13. What other obstacles does the program face?

Widespread and sometimes entrenched misunderstanding of both the Umoja Community effort and the populations served. Most Umoja work is intensive, time consuming and uncompensated. We are seeking faculty stipends for student service.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
1. Grade Point Average (GPA); increase African American grade point average from 2.6 to 3.0.	Programs / Services based on Scholarship of Teaching and Learning	Pedagogy
2. Degree Completion/Graduation; increase AA degree completion from 30% to 50%.	Programs / Services based on Scholarship of Teaching and Learning	Pedagogy
3. Transfer; increase 2-year transfer from 47.5% to 75%.	Programs / Services based on Scholarship of Teaching and Learning	Pedagogy

Activities

Activities	In Support of Goal #	Outcome or Deliverable
1. UMOJA Student Orientation I 8/29	Goal #1	Students tracked at each activity by sign-in. These are manually entered into CRM, MIS and (sometimes) Starfish. Students are all part of the ongoing Umoja Community/MJC student database.
2. UMOJA Family Gathering students, faculty, staff, 9/12	Goal #2	Students tracked at each activity by sign-in. These are manually entered into CRM, MIS and (sometimes) Starfish. Students are all part of the ongoing Umoja Community/MJC student database.
3. UMOJA Student Leadership Summit 8/1-3	Goal #3	Students tracked at each activity by sign-in. These are manually entered into CRM, MIS and (sometimes) Starfish. Students are all part of the ongoing Umoja Community/MJC student database.

4. UMOJA Summer Learning institute	Goal #1	Students tracked at each activity by sign-in. These are manually entered into CRM, MIS and (sometimes) Starfish. Students are all part of the ongoing Umoja Community/MJC student database.
5. UMOJA Ayeye (Graduation Ceremony) Family Event	Goal #2	Students tracked at each activity by sign-in. These are manually entered into CRM, MIS and (sometimes) Starfish. Students are all part of the ongoing Umoja Community/MJC student database.

Resource Requests

Category	Request	Activity #	Estimated Cost
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