STUDENT SERVICES PROGRAM REVIEW

SELF STUDY

G R O S S M O N T
C O L L E G E

Name of Department or Program:	Grossmont College Counseling Department UMOJA Program
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STUDENT SERVICES PROGRAM REVIEW

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

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SECTION 1 – MISSION & OVERVIEW

Name of Program:	Grossmont College UMOJA Program

PURPOSE OF SECTION 1.1 - 1.3: To help the committee understand how the department/program supports the mission of GC.

College Mission: *"Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities."*

Note: College mission statement is currently under revision

1.1 Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of GC.

Program mission:	*Grossmont College's (GC) UMOJA Program serves as a critical resource for African American, Black, and other students and is dedicated to enhancing the cultural and educational experiences of those students. By providing resources and supports to students, the GC UMOJA Program seeks to positively impact retention, graduation, and transfer rates for Grossmont College's African American, Black, and other student populations.*
Relationship to College mission:	The Grossmont College (GC) UMOJA Program seeks to compliment Grossmont College's mission of providing an exceptional learning environment for diverse individuals. GC UMOJA serves as a Guided Pathway for participating Black and African American students by ushering them to academic supports and student services that are offered by the institution. The GC UMOJA Program and it's partnering instructors, administrators, and staff members focus on elements of the African Diaspora and African American culture to provide students with experiences that allow them to make personal and meaningful connections to their studies with the ultimate goal of increasing retention and completions rates for participating students.

1.2 Please describe the process your department uses to review and revise its mission statement.

Comments:	The GC UMOJA Program Mission Statement is reviewed annually. UMOJA Regional Coordinators that are assigned to specific schools throughout California that have UMOJA Programs conduct site-visits each semester. The purpose of these site-visits is to review UMOJA programs to ensure that they are meeting the unique needs of their particular Black and African American student bodies. Once the primary student needs are determined on each campus, that UMOJA program's mission statement is reviewed and adjusted to reflect and represent the needs of the students that are being targeted for services on that campus each semester with any suggestions for changes to the program being implemented for the upcoming fall and spring semesters.

1.3 Did your department make any changes to its mission statement in this program review cycle? Please explain why or why not.

Comments:	No, the mission of the GC UMOJA Program has remained the same since the last review cycle.

PURPOSE OF SECTION 1.4 – 1.10 **To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.**

1.4   **HISTORY**: Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	While there exist a handful of four-year institutions such as California State University Dominguez Hills and University of California Riverside that have UMOJA chapters, UMOJA chapters primarily exist on California Community College campuses throughout the state. Academic success and support programs have long been a part of these institutions operating under various program names and departments. However, in 2006, a few dedicated and insightful community college professionals saw a need for unification of these programs under one banner (UMOJA) to make efforts to serve students more streamlined and make it easier to garner support from the state chancellor's office for these campuses and their vital programs.
	Grossmont College having a rich history of endeavoring to serve all students better, brought an UMOJA chapter to Grossmont in the mid to late 2000s (approx. 2008). The Grossmont UMOJA mission was to provide intentional supports, services, and enriching academic experiences to African American and all students. Dr. James Canady, currently the Chair of the Grossmont College General Counseling Department, coordinated the UMOJA Program with the help of Dr. Patrice Braswell, the current Director of Grossmont College's Accessibility Resource Center. These two counselors and program coordinators recruited African American and other students to participate in Grossmont College's UMOJA Program. Program features included academic supports such as educational planning to help students understand course complete requirements for transfer and graduation; mid-semester progress reports that helped students ensure that they remain on track to completion; partnerships with instructors who offered classes

1.5   **SERVICE POPULATION**: What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population	The Grossmont College UMOJA Program highlights elements of the African Diaspora and African American culture and is structured to support the needs of the college's Black, African American, and all student populations. The GC UMOJA Program accepts new students throughout the year and provides participating students with **Guided Pathways** and supports that lead to academic success.
Needs:	**UMOJA students are in need of the following services:** 1. Educational Planning and UMOJA Guided Pathways 2. Intrusive Counseling & G.P.A. Management 3. Additional Options for Transfer 4. Strategies to improve time-management & study skills 5. Financial Aid Planning 6. Financial Supports 7. Student engagement activities 8. Profession Development Opportunities

1.6   **SERVICES**: Please list and describe the services provided through your program. (Add rows as needed.)

Service:	Description:
Educational Planning (**UMOJA Guided Pathway**)	• GC UMOJA Guided Pathway provides African American, Black, and all participating students with Educational plans that are designed to help students to complete their transfer-level Math & English courses within their 1st year or 1st three semesters of participation in the program (e.g. fall, spring, & summer semesters). • UMOJA Guided Pathway Educational Plans also features classes that foster greater engagement and retention for African American and Black students. These classes and their instructors highlight the African Diaspora and elements of Black culture to help connect students to their studies. Example classes include: CCS 143, Images of Black Women; MUS 123, History of Hip Hop; CCS 145, Intro. To Black Studies; HIST 180, Black History; MATH 160 + 060 African American Statistics Class (Cuyamaca College) etc. • GC UMOJA Guided Pathway features partnering instructors from Grossmont College's Math, English, Communications, Cross Cultural Studies, Music, History, Sociology and other departments who work with the GC UMOJA Counselor Coordinator in supporting students. These instructors assist the GC UMOJA Counselor Coordinator intrusively counsel students by staying in contact with UMOJA Counselor throughout the semester informing them of any students who may be struggling in class who may need additional supports or interventions. UMOJA Counselor also invites partnering instructors to the UMOJA Summer Learning Institute (SLI) Conference each summer for a Professional Training opportunity to learn how to better engage and support African American and Black students within their classrooms (I .g. culturally responsive and representative subjects and material embedded in the classrooms)
Intrusive Counseling & GPA Management	• GC UMOJA Counselor & Coordinator collaborates with partnering instructors to provided services and interventions for students who's academics may be at risk. For example, an instructor who notices that a student who is a member of the GC UMOJA Program has been excessively absent from their class, may reach out to the UMOJA counselor / coordinator so that the student can be contacted and offered supports. • UMOJA Counselor uses mid-semester progress reports and G.P.A. reports each semester to select students for follow-ups and intrusive counseling supports • Mandated usage of tutoring, mentoring, or professional development opportunities (for any GC UMOJA student utilizing financial supports)
Additional Transfer Options	In addition to ushering GC UMOJA students to the GC Transfer Center and other services for transferring to four-year institutions, the GC UMOJA Program partners with the California Community College Transfer to Historically Black Colleges & Universities (HBCUs) program to provide students with additional opportunities for transfer.
Time Management & Study Skills	• GC UMOJA Counselor / Coordinator teaches a 1Unit Counseling 130 class that focuses on teaching students strategies to improve the time-management and study skills as college students. • UMOJA Counselor / Coordinator also schedules workshops that feature guest speakers who cover college success techniques for GC UMOJA students who are unable to enroll in the class due to scheduling conflicts.
Financial Aid Planning	GC UMOJA partners with the college's Financial Aid Office. Financial Aid Advisor Iliana Garcia provides additional support to the UMOJA Program and it's participating students such as: • Walk-in appointment hours two days per week • Financial Aid & FAFSA planning workshops • Priority FAFSA File Review for UMOJA students • Important FAFSA and other Deadline Reminders

Financial Supports	GC UMOJA students in need have access to some of the following services: • Month Bus MTS Transit Bus Passes (Two Per Semester) • Book Vouchers to help pay for textbook cost each fall & spring semester • Meal Cards for the cafeteria that help students pay for college food costs • UMOJA Scholarships (one per fall and spring semesters) • UMOJA Work Study Opportunities for students in need of employment
Student Engagement Activities	• Black History Month Coordination and events • Monthly event (e.g. Real Talks, speaker series, plays and cultural events) • Mentoring opportunities • Movie Nights • College Tours • Partnerships with Student Affairs and ASGC
Professional Development	• UMOJA Conferences for students • Partnership with the GC Career Center – Workshop opportunities

1.7 **STAFFING**: The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

Position/Name:	Responsibilities:
UMOJA Counselor & Coordinator 1.0 FTE	The UMOJA Counselor Coordinator serves as a generalist and a regular member of the Counseling Department faculty committed to the academic success, personal growth, and self-actualization of African American and other students. This entails providing counseling services related to transfer, vocational/occupational programs, career and academic skills development. The UMOJA Counselor Coordinator assists African American and other students in developing and achieving their immediate and long-range academic and occupational goals. Under the direction of the assigned manager, the position will be responsible for teaching counseling courses, leading workshops, orientations, and seminars; assist in developing and implementing necessary retention programs to meet the program participant needs in support of the advancement of the vision, mission, and values of the Grossmont-Cuyamaca Community College District. The Counselor Coordinator assumes responsibility for maintaining currency in the field and for assisting in the development and assessment of student learning outcomes; program review and planning, and participation in department activities. Contract Counselors participate in the planning, implementation, and evaluation of educational programs, courses and other experiences that result in the educational growth of UMOJA students. The Counselor Coordinator will be expected to actively participate on campus and within the broader community by serving on departmental and college committees and taking a leadership role in campus, community, and professional organizations. This position may include a combination of day and evening assignments. Grossmont College is strongly committed to providing open access and serving a diverse student population.
Adjunct Counselor	

1.8 **STUDENT SUCCESS**: How does your department/program contribute to student success outcomes? (i.e. GPA, transfer, completion of educational goal, retention, capacity for future success)

Comments:	• GPA • Retention • Graduation or / and Transfer

1.9 **STUDENT EQUITY**: Describe how your program identifies and responds to the unique needs of special populations?

Comments:	• The GC UMOJA program was created and is designed to respond to the needs of Black and African American students at Grossmont College • Institutional Reporting used to highlight issues and then create intervention bases off of data • Use of Program generated data & academic data to inform interventions and services offered

1.10 How do you ensure that students from special populations have access to your services? What methods do you use to encourage and promote their participation?

Comments:	• When Black and African Americans register to become students at Grossmont College, the UMOJA Counselor / Coordinator receives an email notification with the students' contact information. UMOJA Coordinator then send marketing pieces to students that welcome them to the college and invites them to participate in the program. • Referrals to the GC UMOJA program from all faculty, staff, administrators, and other students are welcomed year-around. • GC UMOJA Counselor / Coordinator makes presentations about the UMOJA program to the following: 1. High school counselors, other departments

1.11 **CAMPUS COLLABORATION:** Please describe how your program currently coordinates with other programs on campus. (*Note: Plans for new and improved partnerships are included in Section 6.9*).

Partner	Activities
Outreach / SSSP	The GC UMOJA Coordinator attends major GC outreach and SSSP recruiting events to market the GC UMOJA to prospective students. These departments also assist in marketing the GC UMOJA program to prospective students.
Grad Coaches	The GC UMOJA Coordinator collects students' mid-semester progress reports and then gives them to GC Grad Coaches to assist in following up with UMOJA students who may be at risk academically
Financial Aid	The GC Financial Aid Department and Financial Aid Liaison, Iliana Garcia provides the GC UMOJA Program students with priority file review, FAFSA & financial aid workshops, and walk-in appointment opportunities

GC Career Center	The GC UMOJA Counselor Coordinator teaches a class for UMOJA student every spring semester, COUNSELING 110, which focuses on Career Decision Making for Students (e.g. resume writing, applying for jobs, interviewing skills etc.). The GC Career Center allows the GC UMOJA Program to conduct class within the GC Career Center and utilize it's resources.
Admission & Records	The GC Admissions & Records Dept. provided the following services to the GC UMOJA Program and its students: - Priority Registration for GC UMOJA Students - Notifications with contact information for the GC UMOJA Coordinator every time a new prospective UMOJA student registers at Grossmont College

SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

PURPOSE OF SECTION 2.1 & 2.2: **Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity.**

Outreach
High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

Engagement
A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

Retention
A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

Institutional Capacity
The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.
- Use of **information technology** & **institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1   Summarize your program strengths in the following areas (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	- Word of Mouth and Referrals from faculty, staff, administrators, and students to the GC UMOJA Program - UMOJA's presence at new student and prospective student orientation events thanks to invites from the GC Outreach & SSSP departments - Texts and email marketing materials sent to new students from UMOJA - Partnership with the Helix High School (a primary GC Feeder High School) Young Black Scholars Program.
Engagement	- GC UMOJA sponsored events (Black History Month events, real talks, conferences, speaker series etc.) for students to engage them - Partnership with GC Student Affairs and ASGC to encourage more UMOJA students to participate in Student Government
Retention	- Mid-semester progress reports and follow up with students by the GC Grad Coaches - UMOJA Educational Planning and Guided Pathways featuring partnering instructors, classes with culturally inclusive and responsive materials and curriculum - Mandated usage of tutoring and other student supports for UMOJA students who use any financial supports from the GC UMOJA Program
Institutional Capacity	- Student tracking and data collection

2.2   Summarize your program challenges in the following areas (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	Ability to make every outreach event sponsored by the GC Outreach and SSSP Departments
Engagement	Ability to effectively engagement every UMOJA student participant due to personnel and financial limitations
Retention	Ability to follow up to every at-risk student in GC UMOJA due to personnel shortcomings
Institutional Capacity	Ability to accurately & consistently track UMOJA student data due to Personnel shortcomings

SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 3.1 & 3.2: **To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.**

3.1   Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

SSPR Recommendations:	
Response to Recommendations:	

SSPR Recommendations:	
Response to Recommendations:	

SSPR Recommendations:	
Response to Recommendations:	

3.2   If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	

SECTION 4 – STUDENT OUTCOMES

PURPOSE OF SECTION 4: **To access practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs).** SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.

Grossmont College Student Services Outcome:

*Students will have **access** to a **spectrum of services** that respond to their **needs**, provide **quality information**, and are delivered with **authentic care**.*

Inquiry questions below are offered as a guide for reflection about services, successes, challenges, and goals. Each individual department or program is invited to identify its own unique approach in addressing the various SSO components.

4.1   How does the population you serve assess your department/program? Describe the various methods by which students provide feedback to your department or program.

Comments:	UMOJA consist of dedicated academic planning and counseling as well as academic and career success related programming for participating students. For the advising and counseling component of UMOJA, Five to ten UMOJA students are chosen at random and are asked to complete evaluation forms regarding counselor performance during the fall semester. However, the GC UMOJA Program has not yet distributed surveys to students or asked students what they feel that they need from the program or to provide feedback regarding how improvements to the program can be made.

4.2   Student Service Outcomes (SSO): Services

Please use the table to fill in the appropriate information regarding:
- Department/program SSO to be measured
- Indicate linkage to the GC Student Services Outcome (checkbox)
- Assessment Tool - Briefly describe assessment tool
- Next Steps/Timeline– Indicate 4-semester plan to implement the SSO assessment process

GC SSO components (Check all that apply) ☐X Access ☐X Services ☐X Student needs ☐ Quality information ☐X Authentic care	Dept/Program SSO	**At least 75% of the 1ˢᵗ-Year students participating in The Grossmont College UMOJA Program will complete their Transfer-Level Math and English Courses within their first three semesters at Grossmont College** (*e.g. fall semester, spring, and summer if needed*). ACCESS • UMOJA Student participants have access to an UMOJA Guided Pathway for their Transfer-Level English & Math Courses • Guided Pathway features appropriate English & Math Placements for students SERVICES & STUDENT NEEDS

		• UMOJA Guided Pathway features required Tutoring and English Writing Center Support for students to ensure Math & English Course success • Features English & Math Instructors who partner with the UMOJA Counselor / Coordinator to help identify students who need intrusive counseling services or addition supports. Instructors who utilize curriculum that is culturally responsive and representative of the UMOJA student population whenever possible to help students connect and engage with their learning (e.g. famous Black authors or mathematicians and their theories)
	Assessment Tool	- UMOJA Coordinator uses mid-semester progress reports to assess student progress and success - At the culmination of each semester (e.g. fall & spring), the UMOJA Program Coordinator prints the transcripts of each participating student to check for completion of English and Math Courses with passing grades and then records the data for analysis. 75% student pass threshold is measured from this data.
		Next Steps & Timeline

Semester: Fall 2019	Semester: Spring 2020	Semester: Fall 2020	Semester: Spring 2021
Measure 1st-year UMOJA student ENG & MATH successful completion at end of semester once grades have been posted	Measure 1st-year UMOJA student ENG & MATH successful completion at end of semester once grades have been posted	Measure 1st-year UMOJA student ENG & MATH successful completion at end of semester once grades have been posted	Measure 1st-year UMOJA student ENG & MATH successful completion at end of semester once grades have been posted

GC SSO components (Check all that apply) ☐ Access ☐ Services ☐ Student needs ☐ Quality information ☐ Authentic care	Dept/Program SSO	**Student Retention: 70% or more of Participating UMOJA students successfully (with "C" grades or better) complete at least half or more of their Units Attempted each semester:** - **GC UMOJA Guided pathway** designed to usher participating UMOJA students to UMOJA trained and partnering instructors who whenever possible, use culturally responsive techniques, curriculum, and materials that help students better engage and connect with the subjects that they are learning. - **Effective Educational Planning:** GC UMOJA Counselor ensuring that GC UMOJA students are provided with realistic expectations regarding the time-commitments that are required to be a successful college student especially is student also work part-time or full-time job. Ed. Plan will be crafted to take into account students' other life-obligations. - **Mandated Tutoring and Supports** for participating UMOJA students for their classes to ensure success.
	Assessment Tool	- GC UMOJA Counselor / Coordinator prints each participating UMOJA student's Grossmont College transcript at the end of each semester (e.g. fall, spring, summer) to assess students' units attempted vs. units complete ratio for each GC UMOJA student. - UMOJA Counselor / Coordinator also requires students to show evidences of student supports usages (i.e. tutoring receipts) before they are able to receive any financial supports from the GC UMOJA Program.
		Next Steps & Timeline

Semester: Fall 2019	Semester: Spring 2020	Semester: Fall 2020	Semester: Spring 2021
Measure UMOJA students' successful completion of units at end of semester once transcripts have been updated	Measure UMOJA students' successful completion of units at end of semester once transcripts have been updated	Measure UMOJA students' successful completion of units at end of semester once transcripts have been updated	Measure UMOJA students' successful completion of units at end of semester once transcripts have been updated

GC SSO components (Check all that apply) ☐ Access ☐ Services ☐ Student needs ☐ Quality information ☐ Authentic care	Dept/Program SSO	**60% or more of the GC UMOJA student participants will earn 2.5GPAs or above each semester:** - **GC UMOJA Guided pathway** designed to usher participating UMOJA students to UMOJA trained and partnering instructors who whenever possible, use culturally responsive techniques, curriculum, and materials that help students better engage and connect with the subjects that they are learning. - **Effective Educational Planning:** GC UMOJA Counselor ensuring that GC UMOJA students are provided with realistic expectations regarding the time-commitments that are required to be a successful college student especially is student also work part-time or full-time job. Ed. Plan will be crafted to take into account students' other life-obligations. - **Mandated Tutoring and Supports** for participating UMOJA students for their classes to ensure success.
	Assessment Tool	- GC UMOJA Counselor / Coordinator prints each participating UMOJA student's Grossmont College transcript at the end of each semester (e.g. fall, spring, summer) to assess students' GPAs and records and analyzes the data. - UMOJA Counselor / Coordinator also requires students to show evidences of student supports usages (i.e. tutoring receipts) before they are able to receive any financial supports from the GC UMOJA Program.
	Next Steps & Timeline	

Semester: Fall 2019	Semester: Spring 2020	Semester: Fall 2020	Semester: Spring 2021
Measure UMOJA students' GPAs at end of each semester once transcripts have been updated	Measure UMOJA students' GPAs at end of each semester once transcripts have been updated	Measure UMOJA students' GPAs at end of each semester once transcripts have been updated	Measure UMOJA students' GPAs at end of each semester once transcripts have been updated

4.3 Student Learning Outcomes (SLO): UMOJA Counseling Classes: 1) Counseling 130 – Study Skills & Time Management 2) Career Exploration & Decision Making

GC SSO components (Check all that apply) ☐ Access ☐ Services ☐ Student needs ☐ Quality information ☐ Authentic care	Dept/Program SLO	Please refer to GC General Counseling Department SLOs
	Assessment Tool	Please refer to GC General Counseling Department SLO assessment tool
	Next Steps & Timeline	

Sections 4.4 - 4.12 included in Counseling department program review

INSTITUTIONAL LEARNING OUTCOMES

***PURPOSE OF SECTION 4.13*: To describe how Institutional Student Learning Outcomes (ISLOs) are supported by your department/program.**

4.13   Check each ISLO supported by your program. Please describe <u>two examples</u> that demonstrates how the work of your department or program links to the *selected ISLO(s)*.

	ISLO	Description
☐	**Critical & Creative Thinking**	Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.
		Students will analyze, connect, and synthesize ideas in order to creatively solve problems.
		Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.
Comments:		
☐	**Communication Skills**	Students will communicate effectively through reading, writing, speaking, and listening.
Comments:		
☐	**Global & Local Perspectives**	Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.
		Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.
Comments:		
☐	**Technology & Information Skills**	Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.
		Students will demonstrate skill in the use of technology and its ethical and responsible applications.
Comments:		
☐	**Life & Career Skills**	Students will engage in self-reflection to cultivate their personal development and well-being.
		Students will engage in and interpret various forms of creative expression.
		Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.
Comments:		

SECTION 5 – STUDENT DATA

PURPOSE OF SECTION 3.1: **To use Key Performance Indicators (KPIs) to demonstrate the following:**

- **Scale of operation**
- **Efficiency**
- **Effectiveness**

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 3.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:
Semester Grade Point Average Monitoring for UMOJA Students	103 UMOJA Students Served	279 UMOJA Students Served
Retention & Completion Monitoring for UMOJA Students (e.g. <u>Units Attempted</u> & <u>Units Completed</u>)	103 UMOJA Students Served	279 UMOJA Students Served
Comprehensive Education Plans and UMOJA Guided Pathway with UMOJA-Trained & Partnering Instructors		
Mid-Semester Progress Reports		
Required Usage of GC Learning Resource Center (LRC) (e.g. Tutoring, Math Lab, Writing Center)		
UMOJA Book Voucher for Textbook Costs	40 UMOJA Students Served	27 UMOJA Students Served
UMOJA Monthly Bus Pass for Public Transportation to & From College		
UMOJA Meal Cards for Food Costs		
Professional & Personal Growth Workshops (Real Talks) for UMOJA Students		
Professional & Personal Growth Conferences for Students		
College Tours (e.g. SDSU, USC, UCSD etc.) for Students Planning to Transfer		

PURPOSE OF 5.2: **Summarize findings of additional data provided by the Data Liaison.**

Comments:	SPRING 2018 SEMESTER 109 UMOJA STUDENTS RECORDED FOR UNITS ATTEMPTED
	68% Of 109 GC UMOJA students Attempted 12+ Units 42% Of 1,140 GC Black & African American students Attempted 12+ Units

SPRING 2018 SEMESTER 108 UMOJA STUDENTS RECORDED FOR UNITS COMPLETED

- 43% Of 108 **GC UMOJA students** Completed 12+ Units

- 20% Of 1,140 **GC Black & African American** students Completed 12+ Units

FALL 2018 SEMESTER 215 UMOJA STUDENTS RECORDED FOR UNITS ATTEMPTED

- 54% Of **GC UMOJA students** Attempted 12+ Units

- 43% Of **GC Black & African American students** Attempted 12+ Units
  FALL 18 data not available – Five-Year Average Used – 5,966 Total students recorded

FALL 2018 SEMESTER 214 UMOJA STUDENTS RECORDED FOR UNITS COMPLETED

- 27% Of 214 **GC UMOJA students** Completed 12+ Units

- 19% Of **GC Black & African American students** Completed 12+ Units
  FALL 18 data not available – Five-Year Average Used – 5,966 Total students recorded

SPRING 2017 SEMESTER 49 UMOJA STUDENTS RECORDED FOR G.P.A.s

- 71% Of GC **UMOJA students** earned 2.00-3.00+ GPAs

- 63% Of **GC Black & African American students** earned 2.00-3.00+ GPAs

- 12% Of **GC UMOJA students** earned 2.60-2.99 GPAs

- 7% Of **GC Black & African American students** earned 2.60-2.99GPAs

- 47% Of **GC UMOJA students** earned 3.00+ GPAs

- 35% Of **GC Black & African American** students earned 3.00+ GPAs

- 29% Of GC UMOJA students earned <2.00 GPAs

- 34% Of **GC Black & African American students** earned <2.00GPAs

FALL 2017 SEMESTER 96 UMOJA STUDENTS RECORDED FOR G.P.A.s

- 75% Of GC **UMOJA students** earned 2.00-3.00+ GPAs

- 68% Of **GC Black & African American students** earned 2.00-3.00+ GPAs

- 8% Of **GC UMOJA students** earned 2.60-2.99 GPAs

- 9% Of **GC Black & African American students** earned 2.60-2.99GPAs

- 46% Of **GC UMOJA students** earned 3.00+ GPAs

- 39% Of **GC Black & African American** students earned 3.00+ GPAs

- 25% Of GC UMOJA students earned <2.00 GPAs

- 31% Of **GC Black & African American students** earned <2.00GPAs

SPRING 2018 SEMESTER 103 UMOJA STUDENTS RECORDED FOR G.P.A.s

- 74% Of GC **UMOJA students** earned 2.00-3.00+ GPAs

- 67% Of **GC Black & African American students** earned 2.00-3.00+ GPAs

- 10% Of **GC UMOJA students** earned 2.60-2.99 GPAs

- 8% Of **GC Black & African American students** earned 2.60-2.99GPAs

- 44% Of **GC UMOJA students** earned 3.00+ GPAs

- 38% Of **GC Black & African American** students earned 3.00+ GPAs

- 26% Of GC **UMOJA students** earned <2.00 GPAs

- 30% Of **GC Black & African American students** earned <2.00GPAs

FALL 2018 SEMESTER 214 UMOJA STUDENTS RECORDED FOR G.P.A.s

- 66% Of GC **UMOJA students** earned <u>2.00-3.00+ GPAs</u>

- % Of **GC Black & African American students** earned <u>2.00-3.00+ GPAs</u>

- 11% Of **GC UMOJA students** earned <u>2.60-2.99 GPAs</u>

- % Of **GC Black & African American students** earned <u>2.60-2.99GPAs</u>

- 33% Of **GC UMOJA students** earned 3.00+ GPAs

- % Of **GC Black & African American** students earned <u>3.00+ GPAs</u>

- 34% Of GC **UMOJA students** earned <2.00 GPAs

- % Of **GC Black & African American students** earned <u><2.00GPAs</u>

PURPOSE OF SECTION 5.3 & 5.4: **To examine the trends represented in the data from 5.1 & 5.2.**

5.3　What does the data illustrate about your department's contribution to student success outcomes? (Examples: increase GPA, promote transfer, support completion of educational goal, improve retention, strengthen capacity for future success, etc.) How does this compare to previous years?

Comments:	
Comparison to prior years:	

5.4　What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page).
Does the data suggest any areas of need or gaps in service?

Comments:	
Need/gaps:	

SECTION 6 – GOALS & IMPROVEMENT

PURPOSE OF SECTION 6.1 – 6.3: **To describe the main goals and objectives for the program.**
Goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.

6.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Note: We will move this to a later section since this is Umoja's first program review.

Goal 1:	Unlike some of the other California Community College Programs for students, the GC UMOJA allows students to become involved with the program throughout the year and has no cap on the amount and program participants. Moving forward, the GC UMOJA Program will provide Black, African American, and all Grossmont College students with **two different options regarding participating in the GC UMOJA Program** so that it can increase access for all students who need support and who want to participate while also increasing student outcomes: 1. **The Grossmont College Scholars Program**: Participation in the GC UOMJA Scholars program provides students in need with **financial supports** such as **meal vouchers**, **book vouchers**, and **bus passes** for transportation. Students also receive **higher priority registration dates** for their classes, **priority financial aid application review**, and **access to student work-study jobs** (*must interview & compete with other UMOJA students for jobs*). To receive these benefits however, participating students **MUST create an Academic Contract each semester that they receive these supports** in addition to their educational plans in which **they agree to use specific tutoring or other academic supports on a weekly basis** (*this use to only be highly recommended in the past instead of required*). 2. **The GC UMOJA Community**: GC Students are welcomed to become involved with the GC UMOJA Program, receive educational planning from the UMOJA Counselor and attend UMOJA Events and Support the Program. Option for students who don't want the addition supports but want to be affiliated with the program.
Results:	Two separate spreadsheets for data collection purposes have been crafted by the UMOJA Coordinator to be able to delineate between UMOJA Scholars Program Students and UMOJA Community students.

Goal 2:	
Results:	

Goal 3:	
Results:	

6.2   Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

Comments:	Grossmont College's UMOJA Program features two main components: **1. The UMOJA Community** and, **2. The UMOJA Scholars Program**. **The UMOJA Community** of students allows any student to join year-round and received supports such as counseling and educational planning for classes for subsequent semesters while they attend Grossmont. **The UMOJA Scholars Program** offers more supports to participating Grossmont College students yet requires more of a commitment from those students in the form of required **activities** and **interventions**. **Some of GC UMOJA Program's <u>most successful activities or interventions</u>** in regard to student outcomes come from the **UMOJA Scholars** component of the UMOJA Program. On an annual basis, GC's UMOJA Scholars Program provides financial supports that assists participating students in purchasing bus passes for transportation, meal cards for food, and book vouchers for class textbooks. In return, **the GC UMOJA Scholars Program requires students who receives these services to complete some or all of the following <u>activities</u> or <u>interventions</u>:** **At least TWO visits to the GC Math Lab** per week for UMOJA students who are taking any math class **At Least FOUR written assignments per semester corrected by the GC Writing Center** for English, Sociology, History, or any other classes which require essays from students **Weekly Tutoring** in specific subjects such as Biology, Chemistry, Math, or History each semester **Professional & Personal Growth Workshops** offered by on-campus students such as the career center or General Counseling can be assigned to students as well. **Culturally Enriching Activities** such as student conferences, field trips to plays, campus tours to transfer institutions such as SDSU & UCSD, on campus extracurricular events, beginning and end of semester celebrations for students, monthly UMOJA programing events (Real Talks) that address social issues that my impact students and more. The UMOJA Counselor Coordinator meets with each student who is participating in the UMOJA Scholars Program to determine the appropriate activities or interventions that the student should participate in each semester based on the students' needs and class schedule. ***UMOJA Community Students are highly encouraged to participate in these activities as well but are not required to do so.***

6.3   Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

Comments:	**Culturally Enriching Activities** are an integral component to increasing student engagement on campus and within the UMOJA program. However, there have been significant challenges scheduling month programing for these types of events during the spring and fall semesters.

PURPOSE OF SECTION 6.4 – 6.10: **The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and also review how these efforts inform department improvement and refinement.**

6.4   Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last three years; and the process used to implement the changes.

Program change:	Process used to implement:

6.5   Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department or program, and describe any measures that have been taken to respond to these factors.

Comments:	

GOALS: Next Three-Year Cycle

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

Comments:	

6.7   Describe your goals for the next three-year cycle.
Refer to "SMART" Goal standards and Grossmont's strategic plan.
Smart Goals: Specific – **M**easurable – **A**chievable – **R**elevant – **T**ime-Bound
Strategic Plan (see Section 2 for brief summary)

Alignment w/ GC Strategic Plan Check all that apply ☐ **Outreach** ☐ **Engagement** ☐ **Retention**	Goal #1:	
	Description:	
	Linkage to dept or GC SSO:	
Problem or gap being addressed:		
What will be improved as a result?		
How will it be measured?		
How will it reflect and contribute to Institutional Capacity?		

Alignment w/ GC Strategic Plan Check all that apply ☐ **Outreach** ☐ **Engagement** ☐ **Retention**	Goal #2:	
	Description:	
	Linkage to dept or GC SSO:	
Problem or gap being addressed:		

What will be improved as a result?	
How will it be measured?	
How will it reflect and contribute to Institutional Capacity?	

Alignment w/ GC Strategic Plan Check all that apply ☐ **Outreach** ☐ **Engagement** ☐ **Retention**	Goal #3:	
	Description:	
	Linkage to dept or GC SSO:	
Problem or gap being addressed:		
What will be improved as a result?		
How will it be measured?		
How will it reflect and contribute to Institutional Capacity?		

6.8 Please answer the following question related to **Student Equity** and your department's efforts to address achievement gaps in special populations. (Refer to current efforts described in sections 1.9 and 1.10.)

How will you increase or improve support to special populations to promote their success?

Comments:	

CAMPUS COLLABORATION

6.9 Please describe plans for improved collaboration (refer to Section 1.11) or new partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

Partner	**Plans for New (N) or Improved (I) collaboration**	**Positive impact**

6.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:	

SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 7.1-7.3: To examine current levels of staffing as it relates to department function.

7.1   For reference, please copy and paste staffing summary from Section 1.7

Position/Name	FTE
UMOJA Counselor Coordinator	1.0 FTE

7.2   How do these positions contribute to basic department function and/or the success of students in the program?

The GC UMOJA Counselor Coordinator role, while held by one person, the role consists of two entirely different jobs requiring differing but equally demanding duties.

The UMOJA Counselor Role is responsible for:
- **Counseling students** on their personal, professional, and academic issues
- **Crafting Academic Plans** for students' goals at Grossmont College and beyond
- **Maintaining Counselor Work Schedule** using SARS *(e.g. appointments, meetings, deadlines etc.)*
- **Teaching UMOJA Counseling Classes** for students: A) Counseling 110 Time Management & Student Skills Fall Semester, B) Counseling 130 Career Exploration and Decision Making

The UMOJA Coordinator Role is responsible for:
- Recruiting and onboarding new students to the UMOJA program (Outreach) each semester
- Organizing student campus tours for current UMOJA students planning to transfer
- Scheduling student trips to regional conferences
- On-campus and off-campus events such as guest speakers, plays, & cultural events for students
- Mandating students utilizing tutoring, mentoring, and other student services
- Collaborating with faculty, Administrators, staff, and other on-campus agencies to better serve GC UMOJA Students
- Recording, maintaining, and generating reports from UMOJA student data measuring student outcomes and generating new interventions to respond to student needs
- Maintain the UMOJA annual budget recording services and program costs
- Responding to student communications via email, text, and phone
- Maintaining Coordinator Work Schedule on SARS *(e.g. appointments, meetings, deadlines etc.)*

Activities for **both roles generate extensive amounts of administrative tasks** such as: crafting & submitting paperwork for event approvals; seeking event funding; reserving event locations; obtaining student clearance and approvals from Student Affairs; crafting event marketing to students; submitting transportation requests; submitting travel requests for staff and students to conferences; and tracking of students and their outcomes *(G.P.A.s & Units Completed)* each semester. It can be extremely difficult to keep up with the tremendous paper trial that is produced by the GC UMOJA Program while also having to teach classes and counsel students. An Administrative Assistant would benefit the program immensely.

7.3   Are the current levels of staffing adequate? Why or why not? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

Comments:	**The current levels of staffing for the GC UMOJA Program are inadequate**. GC UMOJA is structured to be a friendly, welcoming, and safe space for Black, African American, and all students at Grossmont College. As such, the GC UMOJA Program door is always open for student walk-ins and employees referring students to the UMOJA Program as it is extremely important to get every student who crosses paths with UMOJA documented and involved with the program immediately for retention and success purposes. It can be extremely difficult for one UMOJA Counselor Coordinator to manage the onboarding process while also having to complete the administrative paperwork that inevitably come with student recordkeeping. **A full-time Admin Assistant would help**; perhaps one that can be **shared by both the GC UMOJA and PUENTE Programs**. In the past, the GC UMOJA Program utilized student workers and even adjunct counselors for assistance however, this is not effective long-term. **Student workers** come and go and it can take the UMOJA Counselor Coordinator significant time to train new individuals assigned to assist the UMOJA Program. Having to train new individuals on a consistent basis can be extremely counterproductive and time-consuming especially with some student workers turning over each semester. What's more, is that few students have the experience required to manage the components of the UMOJA program such as the Counselor Coordinator's schedule, calendar, appointments and manage admin. tasks such as recording and maintaining student paperwork and data. Additionally, to truly assist UMOJA, it would take a professional who had discretion *(student info-FERPA)* as well as possessed customer service or soft skills as they'd be interacting with students daily, helping to determine student needs before scheduling appointments to see the UMOJA Counselor Coordinator. An **adjunct counselor** technically would be able to complete these tasks however, an adjunct counselor would be overqualified for this type of role and the department would be underutilizing that individual's skills if they were placed into an admin. role. Again adjunct can come and go as well. A permanent professional would be needed to assist the GC UMOJA Program in an ideal situation.

PURPOSE OF SECTION 7.4 – 7.6: **To determine how departments utilize various campus facilities and the impact on student service delivery and access.**

7.4   List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	The **GC UMOJA Counselor Coordinator utilizes classrooms** that are assigned by facilities to deliver Counseling 110 & 130 classes to students. The GC UMOJA Coordinator utilizes his office in the counseling department as a meeting space to: • Counsel students • Craft Educational Plans for students • Meet with students • Provide students with a place to relax and talk after hectic days / weeks • Provide students with a place to gather and converse

7.5   Are the spaces listed in 7.4 adequate to meet the program's educational objectives? Yes ☐ No ☐

- If you checked 'Yes', please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

- If you checked 'No', please describe the current use of facilities and your department's efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program, and explain how space limitations inhibit your department's ability to adequately meet its educational objectives.

Yes:	
No:	

7.6   What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	

PURPOSE OF SECTION 7.7: **Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).**

7.7   Fill in the table with your resource needs – indicate the type of request, guiding goal, and description.

*Type of Request P, T, PH, PD, O	Indicate which goal(s) guide this need:	Describe how this resource will help achieve the goal(s). Please be specific.
P		Permanent (not student worker) GC UMOJA Administrative Assistant for scheduling and administrative tasks
		Adjunct counselor

*Type:
 P = Personnel: list faculty and staff in order of priority
 T = Technology
PH = Physical: list facility resources needed for safe and appropriate delivery of services
PD = Professional Development: list need for professional development resources in priority order
 O = Other: list any other needed resources in priority order

7.8   Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time faculty and staff, addition of new programs, funding issues, etc.

Comments:	

PURPOSE OF 7.9: **The committee is looking to recognize department/program efforts for outside funding.**

7.9   If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	

SECTION 8: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 8.1 & 8.2: **To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.**

8.1   Please rate the level of your agreement with the following statements regarding the program review process:

1.   This year's program review was valuable in planning for the continued improvement of our department/program.

2.   Analysis of the program review data was useful in assessing outcomes and current status in multiple areas.

Question:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. SSPR Value	☐	☐	☐	☐	☐
2. Useful for Analysis & Assessment	☐	☐	☐	☐	☐

8.2   How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	

Appendices

Use this section to include the following, as appropriate:

Definition of terms

Data tables

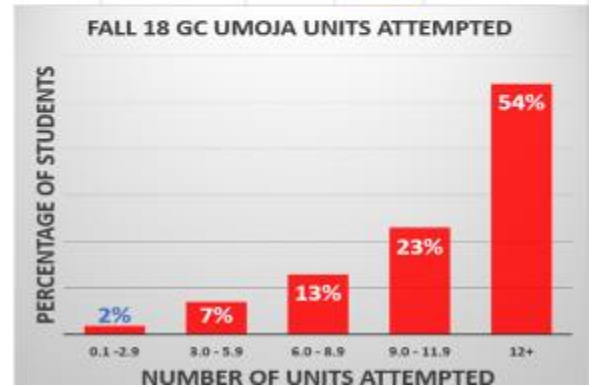## GC UMOJA STUDENT DATA TRACKING SPREADSHEET

Last Name:	Gender:	1st UMOJA Semester	UMOJA COUN CLASS	UMOJA SCHOLARS PROGRAM	GRADUATED / TRANSFERRED	GRADUATED FROM GROSSMONT	DID NOT RETURN FOR SEMESTER	CUMULATIVE GPA PRIOR TO UMO	CUMULATIVE G.P.A.	FALL 2018 G.P.A	FALL 2018 UNITS ATTEMPT	FALL 2018 UNITS COMPLET	SPRING 2019 GPA	SPR19 UNITS ATTEMPTED	SPR19 UNITS COMPLETED	FALL 2018 MID-SEMESTER	FINANCIAL AID DETERMINA	COMP ED PLAN ON FILE	EOPS:	FASFA:	ENG Placement	Math Placement
Abdi		FALL 17							3.43	4	5	5						01		1	ENG 110	MAT 90
Abdi	F	FALL 18 / SPRING 19						3.05	3.18	3.47	15	15						1	1		ENG 120	MATH 120+
Abdi	F	FALL 18	FALL 18					3.42	3.51	3.67	15	15						1	1		ENG 120	MATH 120+
Abdulateef		FALL 17							4	4	10	10						01				
Ahadi		SPR 18							3.16	3.45	11	11										
Ahmed		FALL 17							2.91	3	16	6						01		1	ENG 120	MAT 103
Ahmed		FALL 18							1.25	1.25	12	6					1	01				
Ahmed		SPRING 19																				
Albe		FALL 17							3.16	3	12	12				1		01				
Aldulimi		SPR 18							2.9	3	9	9						01				
Alexander		FALL 17							3.29	2.7	10	10										
Alexis		FALL 18							3.28	3.09	17.5	17.5						1		1		
Alhussein		FALL 17							2.88	2.65	13	13						01				

GC UMOJA STUDNENT FALL 18 UNITS ATTEMPTED DATA

	Number of Students			Percentage of Students
0.1 -2.9	5		0.1 -2.9	2%
3.0 - 5.9	15		3.0 - 5.9	7%
6.0 - 8.9	28		6.0 - 8.9	13%
9.0 - 11.9	50		9.0 - 11.9	23%
12+	117		12+	54%
			8 Ws 215 Total	

FALL 18 GC UMOJA UNITS ATTEMPTED

GC UMOJA STUDNENT FALL 18 UNITS COMPLETED DATA
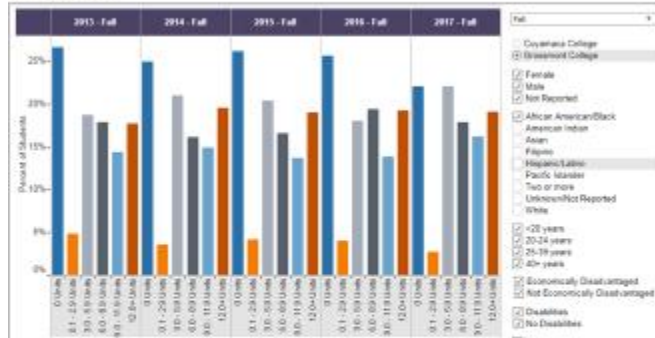
	Number of Students			Percentage of Students
0.1 - 2.9	30		0.1 - 2.9	14%
3.0 - 5.9	35		3.0 - 5.9	16%
6.0 - 8.9	43		6.0 - 8.9	20%
9.0 - 11.9	48		9.0 - 11.9	22%
12.0+	58		12.0+	27%
			8 Ws 214 Total UMOJA Students Recorded	
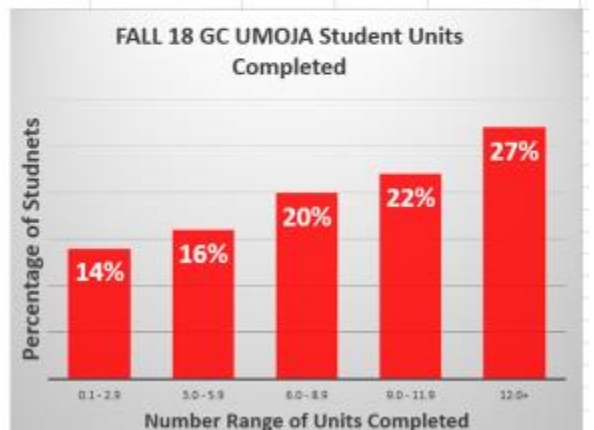
FALL 18 GC UMOJA Student Units Completed

GC UMOJA STUDNENT SPRING 18 UNITS ATTEMPTED DATA

	Number of Students			Percentage of Students
0.1 - 2.9	0		0.1 - 2.9	0%
3.0 - 5.9	6		3.0 - 5.9	6%
6.0 - 8.9	8		6.0 - 8.9	7%
9.0 - 11.9	21		9.0 - 11.9	19%
12 +	74		12 +	68%
			109 Total Students Recorded	

SPRING 2018 GC UMOJA Stu Units Attempted
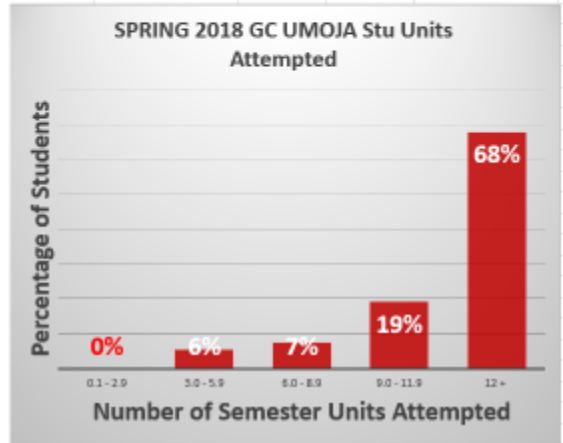
GC UMOJA STUDNENT SPRING 18 UNITS COMPLETED DATA

	Number of Students			Percentage of Students
0.1 - 2.9	9		0.1 - 2.9	8%
3.0 - 5.9	13		3.0 - 5.9	12%
6.0 - 8.9	18		6.0 - 8.9	17%
9.0 - 11.9	22		9.0 - 11.9	20%
12.0+	46		12.0+	43%
			108 Total Students Recorded	

Spring 2018 GC UMOJA Students Units Completed
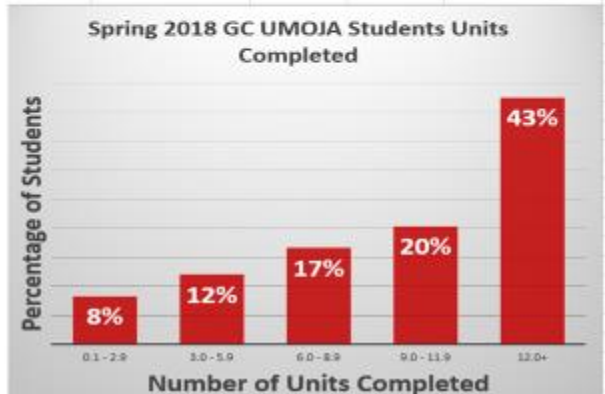
GC UMOJA STUDNENT FALL 17 AND FALL 18 GPA DATA

Number of Students		Percentage of Students	
<2.00	24	<2.00	25%
2.00 - 2.54	20	2.00 - 2.54	21%
2.60 - 2.95	8	2.60 - 2.95	8%
3.00 +	44	3.00 +	46%
		96 Total Students Recorded	

Fall 2017 GC UMOJA Student G.P.A.s
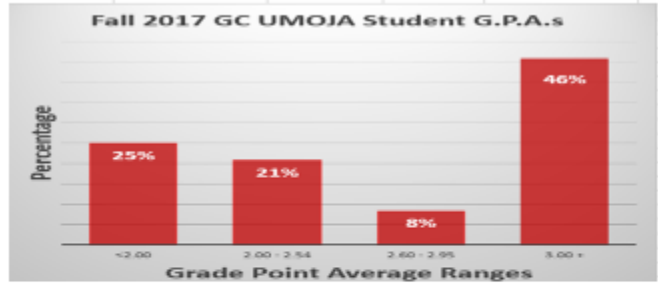
Number of Students		Percentage of Students	
<2.00	73	<2.00	34%
2.00 - 2.59	47	2.00 - 2.59	22%
2.60 - 2.99	23	2.60 - 2.99	11%
3.00 +	71	3.00 +	33%
		9 Ws	
		44% Above 2.60	
		214 Total	

Fall 2018 GC UMOJA STUDENT G.P.A.s
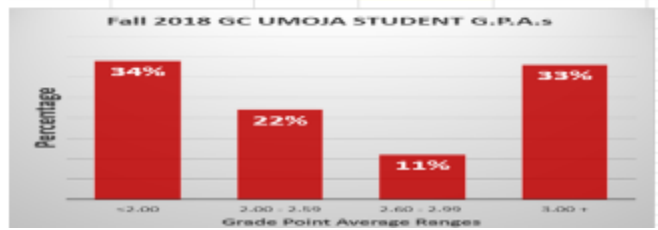
GC UMOJA STUDNENT SPRING 17 AND SPRING 18 UNITS ATTEMPTED DATA
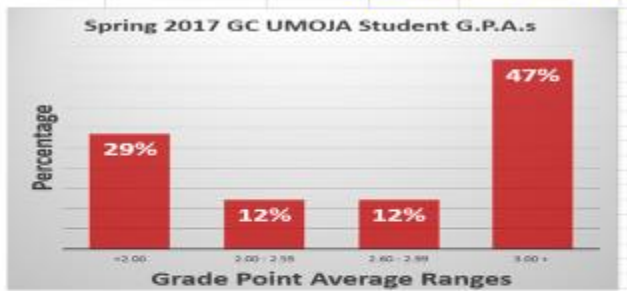
Program regulations

Publications

Event flyers

Other…