

# Ujima Program Evaluation Summary

## August 2016

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### *Purpose*

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- To assess the impact of PCC's Ujima Program on cumulative credits earned, persistence, and completion of transfer level Math and English.
  - To assess differences between Ujima and a comparison group on the three outcomes listed above.
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### *Ujima Cohorts*

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- Ujima cohorts were created using a combination of two factors: first-time student status at PCC and the Ujima cohort tag.
- Students who started Ujima in the summer or fall semester and were first-time PCC students during those terms were included in the Ujima cohort for analysis.

For the 2013-2014 year, 34 students met the above criteria and constituted the 2013-14 Ujima cohort. For the 2014-2015 year, 29 students met the above criteria and constituted the 2014-15 Ujima cohort. For the 2015-2016 year, 48 students met the above criteria and constituted the 2015-16 Ujima cohort<sup>1</sup>.

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### *Comparison Groups*

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A comparison group was created to assess how Ujima students were performing in relation to students who were not enrolled in any pathway. The comparison group was created using a combination of four factors:

1. No participation in a pathway program
2. Students' first semester at PCC was the same as the students in the Ujima cohort.
3. Students who identified as Black or African American

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<sup>1</sup> Ujima students who started PCC during a spring term (i.e., spring 14, spring 15, or spring 16) with a fall cohort tag (i.e., fall 13, fall 14, fall 15) were excluded as to not make credit accumulation totals artificially low.

#### 4. Students between the ages of 18 – 24

For the 2013-2014 year, 288 students met the above criteria and constituted the 13-14 comparison group cohort. For the 2014-2015 year, 334 students met the above criteria and constituted the 2014-15 comparison group cohort. Lastly, for the 2015-2016 year, 275 students met the above criteria and constituted the 2015-16 comparison group cohort.

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### *Outcomes*

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1. Cumulative credits earned
2. Fall-to-fall persistence
3. Completion of transfer level Math and English

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### *Results*

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#### Demographics

Demographic data for all three cohorts across all years is provided in the table below.

- The majority of students, regardless of cohort and year, were 19 years of age or less and identified as African American/Black only<sup>2</sup>.
- The majority of Ujima were female, whereas the majority of students in the comparison group were male.

Table 1. Demographic information for all three cohorts for 2013-2015

	2013-2014		2014-2015		2015-2016	
	Ujima	Comparison Group	Ujima	Comparison Group	Ujima	Comparison Group
<b>N</b>	34	288	29	334	48	275
<b>Age</b>						
19 or less	100%	53.1%	65.5%	53.3%	91.7%	56%
20 to 24	0%	46.9%	34.5%	46.7%	8.3%	44%
<b>Ethnicity</b>						
African American/Black	97.1%	100%	72.4%	100%	79.2%	100%

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<sup>2</sup> Students with two or more ethnicities reported that at least one ethnicity was African American/Black (non-Hispanic). Students who are listed as 'Hispanic or Latino' indicated that they were African American and Latino. According to IPEDS rules for reporting ethnicities, any student that indicates 'Hispanic or Latino' in conjunction with any other ethnicity will automatically be identified as 'Hispanic or Latino'.

Hispanic/Latino	0.0%	0%	17.2%	0%	12.5%	0%
Two or more	2.9%	0%	10.3%	0%	8.3%	0%
<b>Gender</b>						
Female	67.6%	43.8%	75.9%	38.9%	52.1%	42.9%
Male	32.4%	55.9%	24.1%	60.5%	47.9%	54.5%

**Cumulative Credits**

- Ujima students, on average, earned more cumulative credits at the end of their first, second, and third years than students in the comparison group.
- The 13-14 Ujima cohort earned, on average, more credits at the end of their first and second year compared to the 14-15 Ujima cohort.
- The 13-14 and 14-15 Ujima cohorts earned, on average, more credits at the end of their first year compared to the 15-16 Ujima cohort.

Table 2. Average Cumulative credits earned by cohorts and AY

	<b>2013-2014</b>	
	Ujima (n = 34)	Comparison Group (n = 288)
<b>Year 1</b>	17.6	8.9
<b>Year 2</b>	30.1	13.7
<b>Year 3</b>	37.1	16.4
	<b>2014-2015</b>	
	Ujima (n = 29)	Comparison Group (n = 334)
<b>Year 1</b>	16.2	8.8
<b>Year 2</b>	27.1	13
	<b>2015-2016</b>	
	Ujima (n = 48)	Comparison Group (n = 275)
<b>Year 1</b>	15.2	7.8

**Fall-to-Fall Persistence**

- For the 13-14 cohorts, Ujima students persisted to their 2<sup>nd</sup> and 3<sup>rd</sup> years at a higher rate than students in the comparison group.
- For the 14-15 cohorts, although Ujima students persisted to their 2<sup>nd</sup> year at a higher rate than comparison group students, they persisted at a lower rate than the 13-14 Ujima cohort.
- For the 15-16 cohorts, Ujima students had a higher fall to spring persistence rate than students in the comparison group.

Table 3. Fall to fall persistence rates by cohorts and AY

	<b>2013-2014</b>	
	Ujima (n = 34)	Comparison Group (n = 288)
<b>Year 1 to Year 2<sup>3</sup></b>	94.1%	49.3%
<b>Year 2 to Year 3<sup>4</sup></b>	47.1%	14.6%
	<b>2014-2015</b>	
	Ujima (n = 29)	Comparison Group (n = 334)
<b>Year 1 to Year 2</b>	58.6%	23.4%
	<b>2015-2016</b>	
	Ujima (n = 48)	Comparison Group (n = 275)
<b>Fall to spring persistence</b>	79.20%	40.7%

### Transfer Math and English

- Transfer Math and English information is provided for the 2013-2014 cohorts only as it is estimated that enough time has passed to assess if students, even for those who placed in the lowest levels of English and Math, have attempted and successfully completed transfer level Math and English.
- A higher proportion of Ujima students attempted transfer level Math and English at the end of three years than students in the comparison group.
- Of the students who attempted transfer level English and Math, students in the comparison group passed at a slightly higher rate than Ujima students.

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<sup>3</sup> Year 1 to Year 2 persistence: Students who enrolled in the fall and spring of their first year and enrolled in the fall of their second year.

<sup>4</sup> Year 2 to Year 3 completion: Students who persisted to their second year, and enrolled in the subsequent spring, and fall of their third year.

Table 4. Transfer level Math and English attempts by cohort for 13-14 AY<sup>5</sup>.

	Ujima (n = 34)		Comparison Group (n = 288)	
	<b>Attempted</b>	<b>Passed</b>	<b>Attempted</b>	<b>Passed</b>
Transfer Math	7	4	33	23
Transfer English	22	16	57	45
	<b>Attempted</b>	<b>Passed</b>	<b>Attempted</b>	<b>Passed</b>
Transfer Math	20.6%	57.1%	11.5%	69.7%
Transfer English	64.7%	72.7%	19.8%	78.9%

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### *Summary of Findings*

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1. Ujima students, on average, earned more credits at the end of their first, second, and third years than students in the comparison group.
2. Ujima students persisted at significantly higher rates than students not enrolled in Ujima.
3. A higher proportion of Ujima students in the 2013-14 cohort attempted transfer level Math and English at the end of three years than students in the comparison group.
4. Of the students in the 2013-14 cohort who attempted transfer level English and Math, students in the comparison group passed at a slightly higher rate than Ujima students.

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<sup>5</sup> The top half of the table includes raw counts (# of students), the bottom half of the table includes proportions (% who attempted and passed).