

UCUA

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What we are currently working on

- Further analysis of Beach Learning Community (BLC) cohorts from 2014-2015 through 2016-2017
 - GPA
 - Unit load
- Examining effectiveness of BLC interventions since 2014-2015 to help determine best practices and how to integrate with EO 1110
- Working towards collecting focus group and survey data from these cohorts

Who are BLC Students?

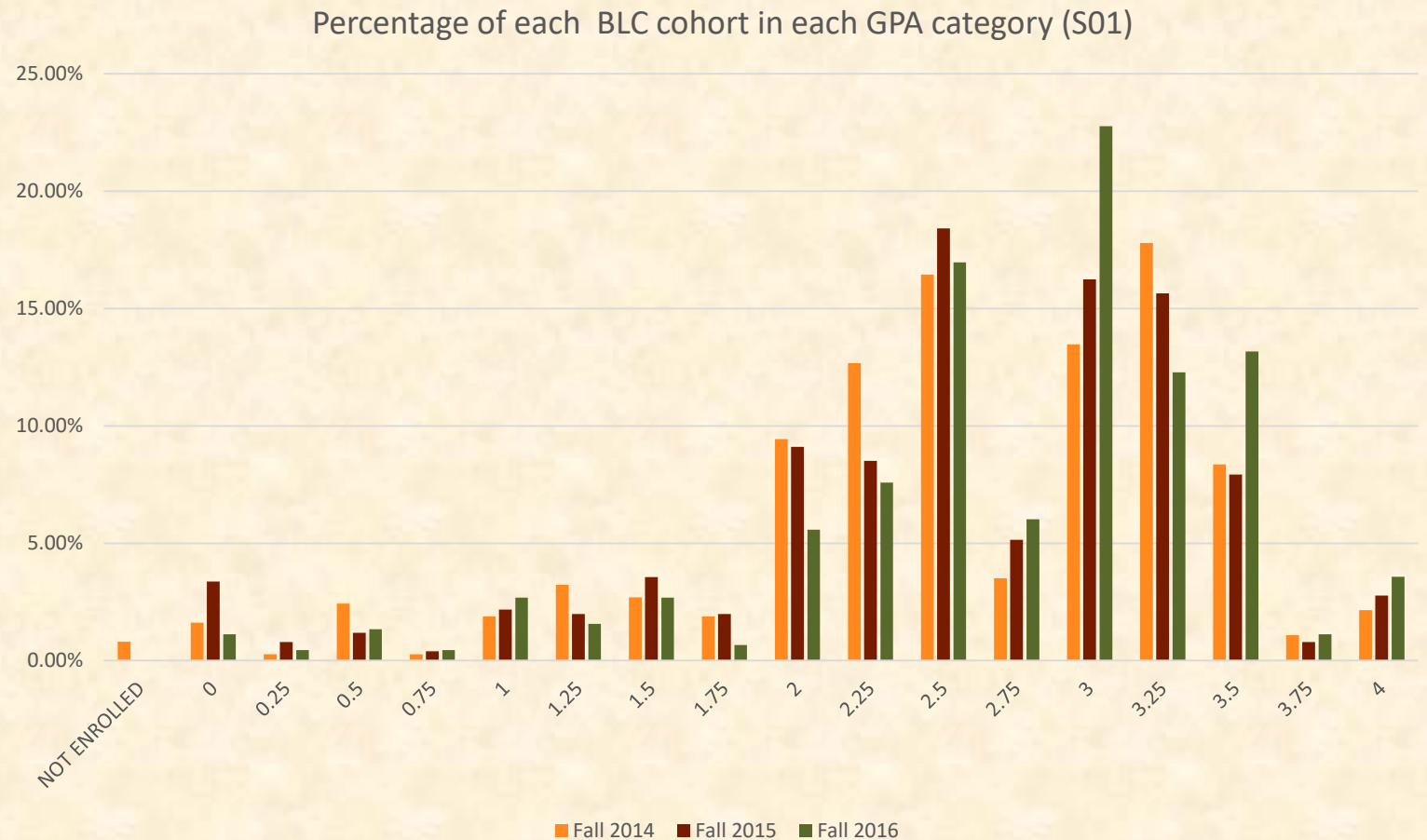
- Mostly opportunity gap students – Students in need of:
- One semester of Composition I and 1 or 2 semesters of pre-baccalaureate Math coursework (MAPB 1, 7, or 11)
- Definition of population has changed over time (Students in need of double or triple pre-baccalaureate coursework)
- Additional population history

Why these students? Isn't BLC (remediation) going away?

- The students are not, just the name and the non-college-credit course offerings
- We want to gain a better understanding of what interventions have worked for them
- 2014-2016 cohorts – new Director and better understanding of interventions in those years
 - We can still gather qualitative data on these cohorts

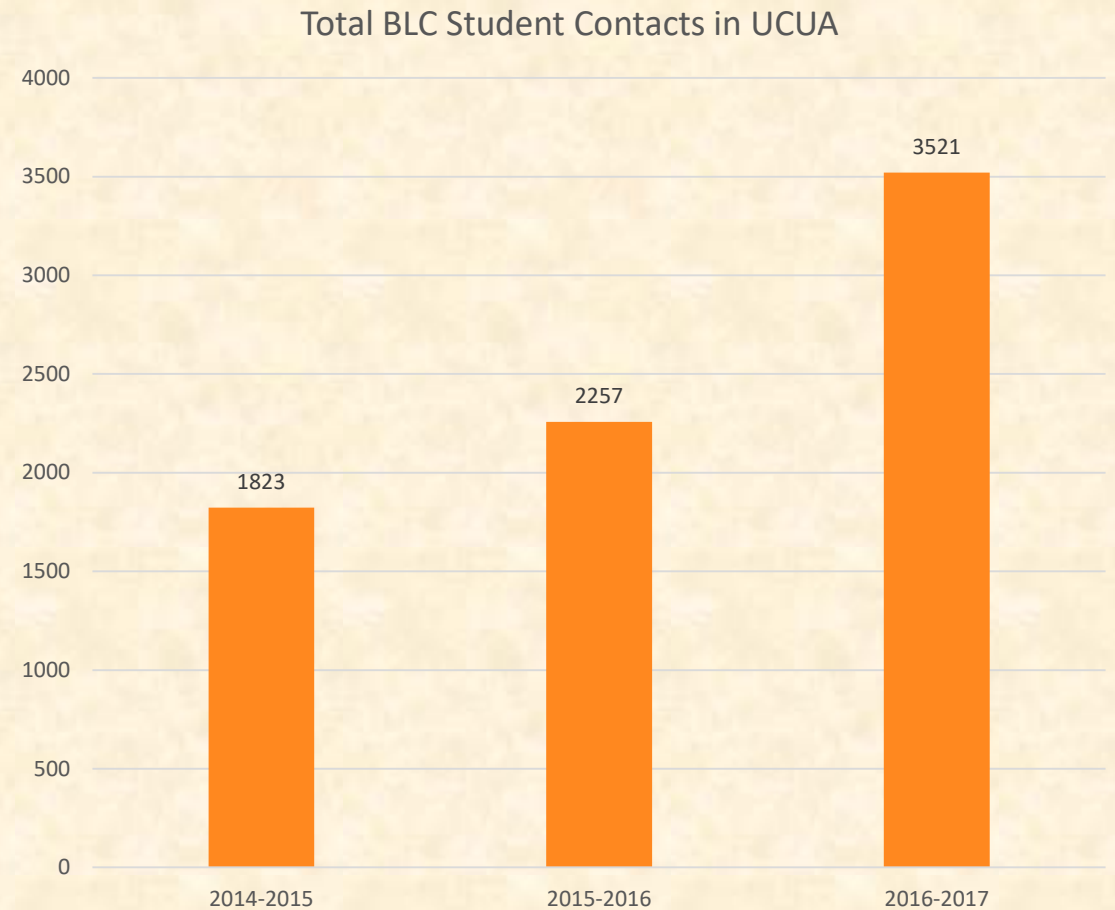
BLC student GPAs

- Increased percentage of 2016 cohort in 3.0+ categories
- 53% in 2016 vs. 43% for 2014 and 2015 cohorts



BLC Interventions in 2016

- Coincides with two primary interventions:
 - Balanced course loading
 - Advising groups
- In-person contacts up sharply (+56% in 2016 from previous year)
- Correlation is not causation (focus groups/survey)



First-Year Momentum

- Variable used at CSU Student Success Network First-Year Convening
- Percentage of first-time entering students earning 30+ college units in first year
- Short-term metric to predict long-term success
- Allows for quicker assessment and improvement/adjustment of initial conditions for success

First-Year Momentum Data

- Reminder: BLC first-year momentum includes non-college-credit courses
- BLC has been well below overall University Population numbers
- BLC does not see the NURM-URM gap present in general University numbers

Percentage of student population completing 30 or more units first year

TUEs(30+)	2014	2015	2016
BLC (overall)	4.00%	<i>Not currently available</i>	3.80%
BLC NURM	3.10%	<i>Not currently available</i>	2.70%
BLC URM	4.30%	<i>Not currently available</i>	4.30%
UNIV (overall)	16%	<i>Not currently available</i>	26%
UNIV NURM	19%	<i>Not currently available</i>	31%
UNIV URM	12%	<i>Not currently available</i>	22%

Units Attempted Data

- A much lower percentage of BLC students attempted 15+ units in their first two semesters
- Number sharply increased Spring 2016
- BLC advising had been informed by a retention-focused strategy that emphasized lower unit load
- Focus now on more balanced scheduled of appropriate difficulty-level courses and (potentially) higher unit load

Percentage of student population (BLC and Non-BLC) attempting 15 or more units for the term

TUAs (15+)	S01 2014	S02 2014	S01 2015	S02 2015	S01 2016	S02 2016
non-BLC	32%	35%	36%	<i>Not currently available</i>	50%	54%
BLC	25%	13%	20%	<i>Not currently available</i>	20%	42%

Future Plans

- Collect focus group and survey data to better understand what BLC interventions were most effective – follow up on anecdotal and quantitative data – complete focus group protocol and survey in time for fall
- Define and track the new Beach Academy – Beach Academy will be the new name of the student support group formerly known as BLC. These students will be invited to join the academy. They will receive support through programming and interventions provided in partnership with Student Affairs, the Learning Assistance Center, and the University Library.

Current Questions

- What additional support should be provided to Beach Academy students outside class-linked support (“90” course number Math classes, etc.)
- How will the removal of remedial classes affect “BLC” (Beach Academy) students? Usefulness of first-year momentum metric for this population?
- How should we change what informs our advising practices for them – estimates of time to degree (how many want out in four?), first-year unit loads, appropriate class difficulty levels and schedule balancing?