UCUA

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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)
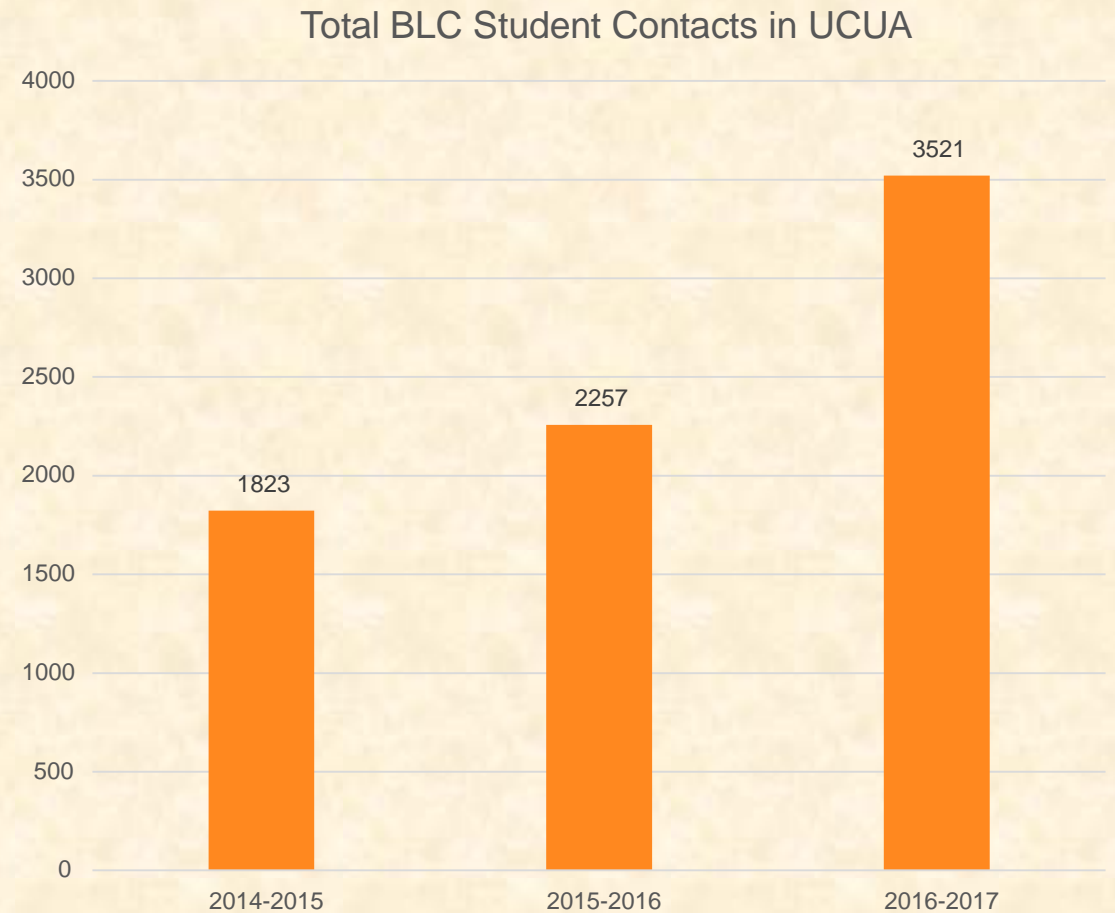- Additional population history

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)

Total BLC Student Contacts in UCUA

Year	Contacts
2014-2015	1823
2015-2016	2257
2016-2017	3521

First-Year Momentum

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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%	Not currently available	3.80%
BLC NURM	3.10%	Not currently available	2.70%
BLC URM	4.30%	Not currently available	4.30%
UNIV (overall)	16%	Not currently available	26%
UNIV NURM	19%	Not currently available	31%
UNIV URM	12%	Not currently available	22%

Units Attempted Data

- A much lower percentage of BLC students attempted 15+ units in their first two semesters

- Number sharply increased Spring 2016

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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

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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?