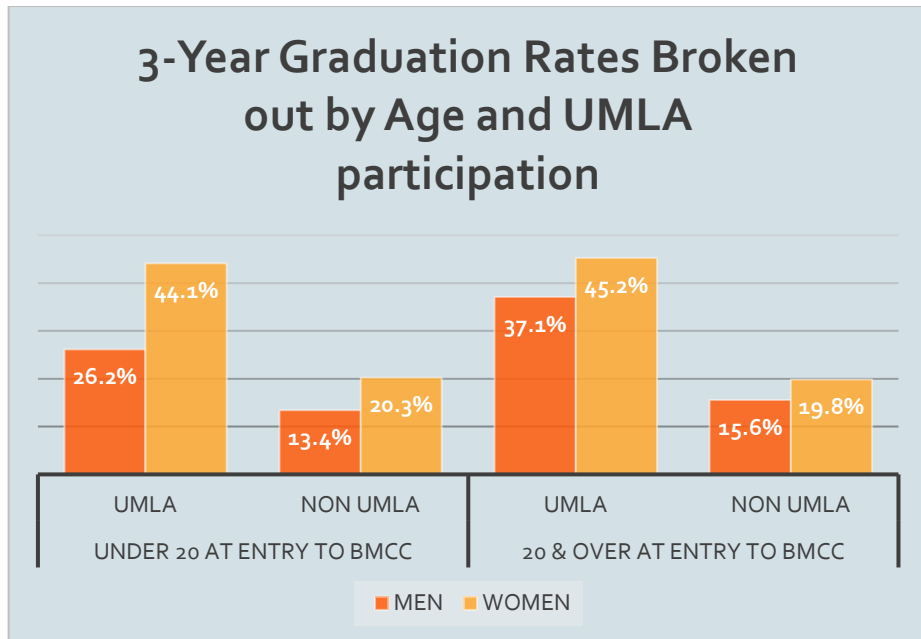


Upshot Urban Male Leadership Academy



October 2019

IN THIS ISSUE: UMLA PARTICIPATION



Comparison of Three-Year Graduation Rate for Fall Cohorts shows consistently higher rates for UMLA participants even after considering other factors such as age on entry to the college and gender.

BMCC OFFICE OF INSTITUTIONAL EFFECTIVENESS AND ANALYTICS

Unlike other success programs at BMCC, UMLA has no academic requirement for its participants, and is open to all BMCC students and recent alumni without regard to race or gender. The focus is on mentorship, support and leadership training with the goal to increase enrollment, retention, and graduation rates from groups that are traditionally underrepresented.

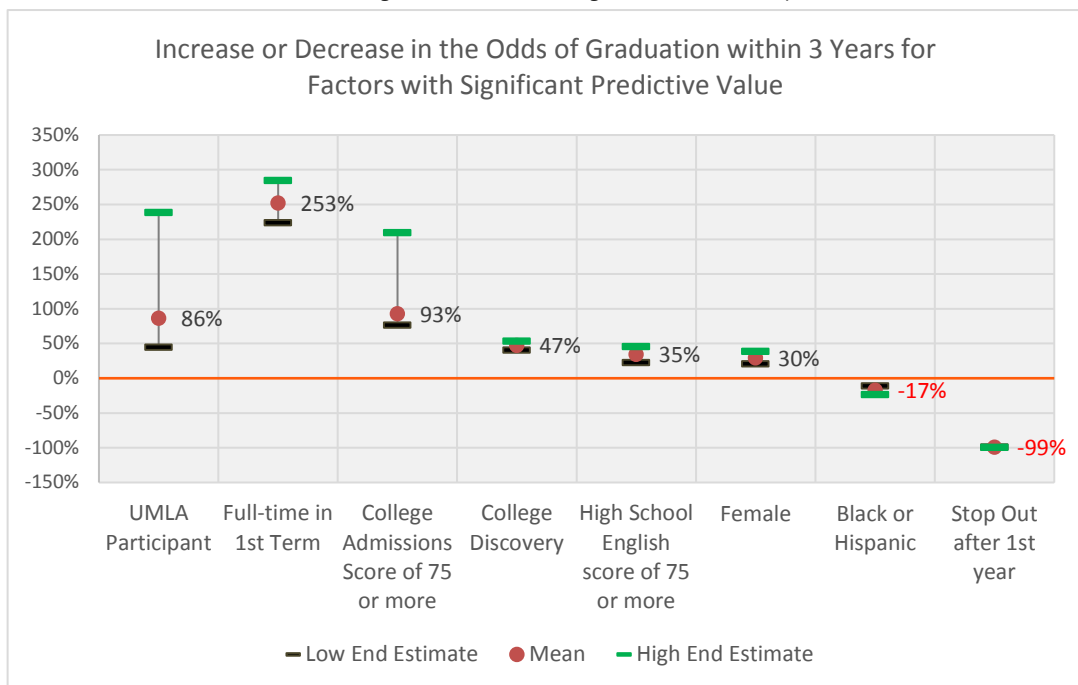
Three-year Graduation Rates

UMLA students from 2012 through 2017 were selected based on those who started at BMCC in any of the new student cohorts from fall 2010 through fall 2015. Of the 43,740 new students in these cohorts, 319 males and 186 females were identified as participating in UMLA for at least one term. Among these, 36% earned a degree within three years, compared to 18% of the rest of the cohort who earned a degree or certificate within that time frame.

The chart at the top of this report shows substantial differences when results are broken down by age and gender, even while UMLA students have consistently higher graduation rates. Differences by race/ethnicity are narrowed but not eliminated. Overall 30% of Black and 26% of Latino males graduated within three years, compared to 12% for Black males and 13% for Latino males not in UMLA. To measure the relative strength of different factors, we used a logistic regression analysis to identify factors that significantly predicted graduation within three years.

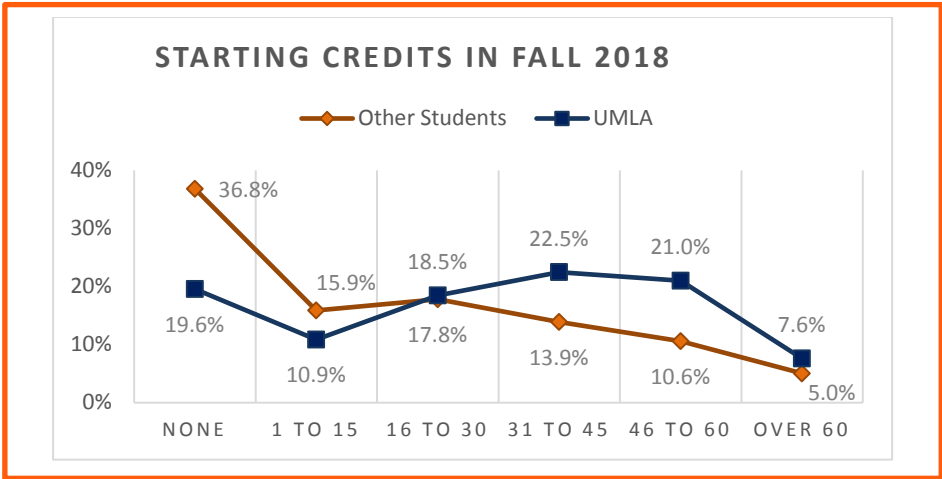
This model used the combined impacts of UMLA, attending full-time, high school grades, the College Discovery program, gender, ethnicity, and stopping out after the first year. All these factors are significantly related to graduating within three years. The strongest positive factor is attending full-time in the first term, then the overall College Admissions Score, followed by UMLA participation. The model tells us that these factors are all strongly related but have a broad range of estimated increase in odds. For UMLA, the estimated strength is 86%

greater odds of graduating in three years, but the possible range is between 45% and 239% greater odds, after taking into account all factors shown in the chart below. Much of the variability is due to the small number of UMLA students. Other factors have lower but more consistent relationships to graduation, such as the College Discovery Program. Gender and race/ethnicity have a relatively small impact when these other factors are considered. Notably, stopping out after one year reduces the odds of graduation in three years to almost zero.



Retention Rates

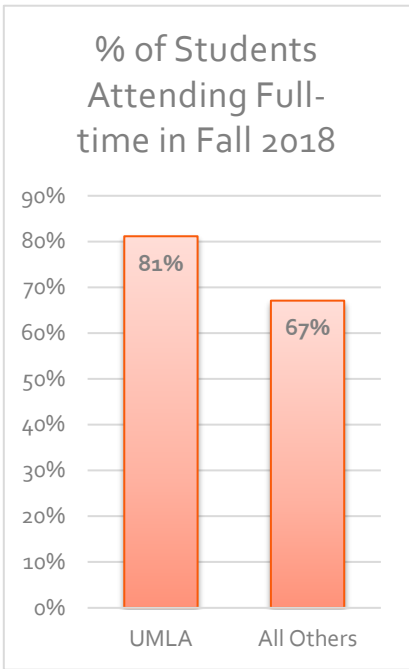
Because UMLA students do not necessarily join UMLA in their first semester as a freshmen, the usual one-year retention rate may in many cases just reflect the fact that the student joined UMLA as a continuing student, and was already retained. Nevertheless, 86% of Black and 82% of Latino males in UMLA who were matched to fall cohorts from 2010 to 2015 were retained for one year.



UMLA Snapshot

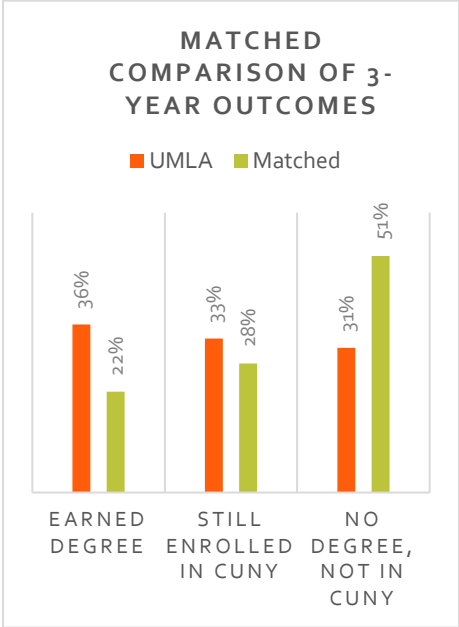
Fall 2018

Since students chose to become involved with UMLA, it is difficult to determine if the outcomes are related to the program offerings or to the motivation of students attracted to the program. In looking at the students involved in fall 2018, an obvious difference is that more of the UMLA students were older (78% were over 20 years old compared to 64% of all other students) and had more credits. While over ¼ of the BMCC population was made up of new freshmen, less than 18% of UMLA participants were first-time freshmen. In addition, 81% of the UMLA students were attending full-time compared to just over 67% of all other students. In addition, while the majority of BMCC’s student population is Black or Hispanic, with Hispanic students comprising the largest group, UMLA attracts a larger portion of the college’s Black student population.



So while UMLA students in fall 2018 earned more credits and had a higher GPA than the overall population not in UMLA, they are clearly at different starting places. Yet even after separating the students according to class standing, among those who started that term with 30 credits or more (sophomores), UMLA students still earned an average of 2 more credits in fall 2018 and had a significantly higher GPA.

	Semester Credits Passed		GPA at End of Term	
	Freshmen	Sophomores	Freshmen	Sophomores
UMLA	9.13	10.47	2.67	3.14
All Others	6.92	8.47	2.37	2.92
Difference	2.21	2.00	0.29	0.22



The three-year outcomes may be more compelling. Overall among Black and Latino males *not* in UMLA, nearly 2/3 have dropped out by the end of the third year. After matching the non-UMLA students to the UMLA group by gender, ethnicity, economic hardship, full-or part-time status, and age variables, we still see that over half of the match group are not found, compared to 31% of the UMLA group.

FAST FACTS

61%

of BMCC graduates in UMLA transferred to a 4-year CUNY school within 18 months of their graduation term.

FOR MORE INFORMATION

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