

**Urban College of Boston  
TAP Evaluation**

**Final Evaluation Data Review and Analysis  
Summary of Outcomes**

Note: The following evaluation findings pertain to only the 54 TAP students who were enrolled in the TAP program evaluation and do not include the other TAP students who are not enrolled in the evaluation.

**TAP Students**

A total of 54 TAP students were enrolled in the project evaluation.

As of the end of the project period (i.e., June 2012), there were:

- 32 active students (including 1 stop-out who returned to TAP after a hiatus) – these are the students who were enrolled in the TAP program during the final semester of the project (i.e., Spring 2012). The 32 active students include the 14 students who graduated in June 2012.
- 3 stop-outs (these 3 students are enrolled at UCB, but did not return to TAP)
- 16 drop-outs
- 3 students who graduated in 2011

**Proportion of TAP Students Who Graduate with a 2-Year Associates Degree**

**Indicator:** Increased graduation rate compared to comparison group

- 31.5% (17 of 54) TAP students graduated with a 2-year Associates Degree
- 30% (9 of 30) of comparison group students graduated with a 2-year Associates Degree
- The project did not meet this outcome indicator.

**Objective:** To increase by 50% both the proportion of ECE ELL students who graduate from the 2-year Associate Degree program and who transfer to 4-year colleges.

- The graduation rate for the TAP students is 7.5 times higher than the average graduation rate for ECE ELLs (4.2%) and just over 6 times higher than non-ELLs (5.1%) overall at baseline.
- The project met this objective.

**Proportion of TAP Students Who Transfer to a 4-Year College**

**Indicator:** Increased rate of transfer to 4-year colleges compared to comparison group

- 29.4% (5 of 17) of TAP graduates transferred to 4-year colleges
- 33.3% (3 of 9) of students from the comparison group graduates transferred to 4-year colleges.
- The project did not meet this outcome indicator.

**Objective:** To increase by 50% both the proportion of ECE ELL students who graduate from the 2-year Associate Degree program and who transfer to 4-year colleges.

- 9.3% of TAP students transferred to 4-year colleges.
- The baseline rate of transfer to 4-year colleges for ECE ELLs was 0.4%.
- The project met this objective.

### **Time-to-Degree**

**Indicator:** Decreased length of time to complete degree compared to comparison group

- The average time-to-degree for the 17 TAP graduates is 4.9 years (lowest time-to-degree = 2 years; highest time-to-degree = 9 years).
- The average time-to-degree for the 9 comparison group graduates is 9.8 years (lowest time-to-degree = 4 years; highest time-to-degree = 18 years).
- On average, TAP graduates are taking 50% less time to graduate than the comparison group graduates.
- The project met this outcome indicator.

**Objective:** Over the course of the project, to decrease by 40% the amount of time that it takes for 70% of students in the cohort to complete their 2-year Associates Degree.

- 76.5% of TAP graduates (13 of 17) completed their 2-year Associates Degree in 5 years or less.
- The average time-to-degree of 4.9 years for TAP graduates is a 41% decrease from the 8.3 year average time-to-degree for all ECE graduates overall at baseline (6.9 year for ELLs and 9.5 years for non-ELLs).
- The project met this objective.

### **Literacy Level**

**Indicator:** Improved level of literacy compared to baseline.

- 82.1% (23 of 28) of the TAP students who took a pre-test and post-test (Accuplacer) demonstrated an improved level of literacy compared to baseline.
- The project met this outcome indicator.

**Objective:** Improve by 2 levels the literacy levels of 50% of students compared to baseline.

- 39.3% (11 of 28) of the TAP students who took a pre-test and post-test (Accuplacer) scored at least 2 levels higher on the post-test compared to baseline.
- 27.3% (3 of 11) scored 3 levels higher; 9.1% (1 of 11) scored 4 levels higher.
- The project did not meet this objective.

### **Quality of Student Writing**

**Indicator:** Improved quality of writing compared to baseline

- 92.6% (50 of 54) of TAP students demonstrated an improved quality of writing in at least one course on a writing quality diagnostic test
- The project met this outcome indicator.

**Objective:** To improve the quality of student writing by 50% compared to baseline

- Groups C & D demonstrated an average of at least a 50% improvement in scores in at least one course on a diagnostic test measuring the quality of student writing compared to baseline.
- Groups A & B demonstrated an average of at least a 25% improvement in scores (but less than 50%) in at least one course on a diagnostic test measuring the quality of student writing compared to baseline.
- The project did not meet this objective.

For each cohort, the changes in scores from the pre-test to the post-test varied widely between the students as well as between courses. Some students scored worse on the post-test while others scored significantly higher. Overall, the outcomes should be interpreted cautiously as, in some cases, there was such a small number of students being evaluated (e.g., only 4 students in a course with pre- and post-test scores who were enrolled in the evaluation. In this case, one student demonstrated a 1425% improvement in scores, compared to 2%/ 7%/8% for the other 3 students, drastically skewing the average improvement).

**Improvement in Course Grades**

**Indicator:** Improved course grades compared to baseline

- 27.8% of TAP students demonstrated an improvement in course grades (GPAs) compared to baseline.
- Several of the students graduated with highest honors – GPA of 3.75 (2 students); high honors – GPA of 3.50 (3 students); and honors – GPA of 3.25 (6 students).
- The project met this outcome indicator.

**Objective:** To improve course grades of 50% of students in the cohort during year 3.

- The project did not meet this objective.

**Utilization of Academic Student Services**

**Indicator:** Increased utilization of academic student support services compared to baseline

- 83% (45 of 54) of TAP students utilized academic student support services in Year 1.
- 82% (32 of 39 active students – excludes drop-outs) of TAP students utilized academic student support services in Year 2.
- 34.4% (11 of 32 active students – excludes drop-outs) utilized academic student support services during Spring 2012.
- The project did not meet this outcome indicator.

**Objective:** To increase by 75% the use of academic student services, including literacy coaching services, as compared to year 1

- Use of academic student services decreased by 58.6% compared to Year 1.
- The project did not meet this objective.

**Stop-outs/Drop-outs**

**Objective:** To decrease by 50% the stop out/drop out rate of ELLs in the ECE program.

|               | TAP Students | ECE ELLs | Comparison Group |
|---------------|--------------|----------|------------------|
| Stop-out Rate | 7.4%         | 31%      | 13.3%            |
| Drop-out Rate | 29.6%        | 64%      | 40%              |

- The stop-out rate of TAP students is 76.1% less than that for the ECE ELLs at baseline.
- The drop-out rate of TAP students is almost half (46.3%) that for the ECE ELLs at baseline.
- The project met the objective of decreasing by 50% the stop-out rate, but did not meet its objective of decreasing by 50% the drop-out rate.

**Proportion of Students Who Drop-out for Non-Academic Reasons**

**Objective:** To decrease by 33% the proportion of students who drop out for non-academic reasons

|                                       | Year 1 | Year 2 & Spring 2012 | Overall |
|---------------------------------------|--------|----------------------|---------|
| # of Drop-outs                        | 7*     | 9                    | 16      |
| # of Non-Academic Reason for Drop-out | 4**    | 8                    | 12      |
| % of Non-Academic Reason for Drop-out | 57.1%  | 88.9%                | 75%     |

- There was a 55.7% increase in the proportion of students who dropped-out for non-academic reasons (e.g., such as medical issues, immigration issues, and travel out of the country) compared to Year 1.
- The project did not meet this objective.

\*An additional 2 students who were initially counted as drop-outs returned to UCB and are now counted as stop-outs

\*\*This number is based on the most recent list of reasons for stop-outs/drop-outs received from UCB in an email dated 6/22/12. The reason for drop-out for 3 of the 7 drop-outs from Year 1 was changed from “non-academic” to “academic” in the most recent email from the previous list (received 6/3/11).

**Utilization of Case Management Services**

**Indicator:** Increased utilization of non-academic student support services compared to baseline

- 98% of TAP students utilized case management services in Year 1
- 100% of active TAP students (excludes drop-outs) utilized case management services in Year 2 & Spring 2012.
- The project met this outcome indicator.

**Objective:** To ensure that 100% of students in the cohort develop an annual individualized case management plan (ICMP) with UCB support staff.

- 97.3% (52 of 54) of TAP students have a completed ICMP.
- 100% of all active students as of June 2012 had a completed ICMP. (“Active students” excludes dropouts and 2011 graduates.)
- The project did not meet this objective.

**Objective:** To refer 100% of students who seek support to appropriate services.

- 100% of TAP students received referrals to appropriate services.
- The project met this objective.

**Objective:** To increase by 75% the number of students who utilize available nonacademic student support services.

- The project met this objective.

### **Updates about TAP on Relevant Websites**

**Objective:** To publish annual update regarding project information and evaluation results on websites relevant to postsecondary education, including UCB's own website and those of its partnering organizations.

- Year 1 (January 2010 – December 2010):  
Created an online blog for TAP (<http://urbancollegetap.blogspot.com/>) to keep TAP students up-to-date regarding project activities.
- Year 2 (January 2011 – December 2011):  
<https://sites.google.com/a/urbancollege.edu/tap/home> (still building this site)  
<http://urbancollegetap.blogspot.com/> (no longer in use)  
[http://www.urbancollege.edu/documents/2011\\_UCB\\_Annual\\_Report.pdf](http://www.urbancollege.edu/documents/2011_UCB_Annual_Report.pdf) (UCB Annual Report)  
[http://www.eec.state.ma.us/docs1/Workforce\\_Dev/mapping/PrivateCollege/UrbanCollege.pdf](http://www.eec.state.ma.us/docs1/Workforce_Dev/mapping/PrivateCollege/UrbanCollege.pdf) (on the EEC website for the ECE community)
- Spring 2012 (January 2012 – June 2012): None
- The project met the objective for Years 1 & 2, but not for Spring 2012.

### **Articles Published in Postsecondary Education Journal**

**Objective:** To submit at least 1 article for publication in a postsecondary education journal

- No articles were submitted for publication in a journal of postsecondary education during the course of the project.
- The project did not meet this objective.

### **Presentations about TAP**

**Objective:** To make at least 1 presentation at a local, regional, or national conference

- Year 1: 4 presentations at local and regional conferences
- Year 2: No presentations
- Spring 2012: 1 presentation
- The project met this objective for Year 1 and Spring 2012, but not for Year 2.

### **UCB Student Enrollment**

**Objective:** To increase by 20% student enrollment, thereby increasing College revenue to continue project

- January 2010 (Spring 2010 semester) = 583 registered
- January 2011 (Spring 2011 semester) = 611 registered; 564 ECE (4.6% increase from January 2010)
- January 2012 = 499 registered; 435 ECE (25.4% decrease from January 2010)
- The project did not meet this objective.

### **Additional Funding Sources for TAP**

**Objective:** To add 2 substantial sources of funding for the project through the College's strategic fundraising plan and Development Office.

- Year 1: No additional funding sources
- Year 2: 1 additional funding source (Barr Foundation)
- Spring 2012: 1 additional funding source (EEC)
- The project did not meet this objective.

**Professional Development Offerings for Faculty and Staff on WAC/LAC & Other Effective Strategies**

**Objective:** To provide 2 professional development offerings per year to faculty and staff on the integration of WAC and LAC practices and other effective strategies for improving literacy skills of students

- Year 1: 4 professional development offerings
- Year 2: 1 professional development offering
- Spring 2012: No professional development offerings
- The project met the objective for Year 1, but not for Year 2 and Spring 2012.

**Professional Development Offerings for LRC Tutors and Staff on Providing Literacy Coaching to Students**

**Objective:** To provide 1 training per year for tutors and support staff of UCB's Learning Resource Center (LRC) on providing literacy coaching to students.

- Year 1: No professional development offerings
- Year 2: No professional development offerings
- Spring 2012: No professional development offerings
- The project did not meet this objective.