

FIRST YEAR COURSES: BUSINESS LEADERSHIP (BUSL 101)

I. ENROLLMENTS

	2016-17	2017-18	2018-19	2019-20	Change from 2017-18 to 2019-20
AH 101	1,020	1,226	1,147	1,159	-5%
BUSL 101	-	787	871	873	+11%
FYE 101	483	777	801	781	+1%
College	25,568	24,443	23,134	22,166	-9%

- BUSL 101 was first offered in Fall 2017. Since then enrollments for the course have increased each year.
- If only enrollments from 2017-18 onwards are analyzed, this 11% increase for BUSL 101 outpaces the increase for FYE 101, while enrollments decreased for both AH 101 and the College overall.

ENROLLMENT - RACE/ETHNICITY

Academic Year	Asian			Black- Non-Hispanic			Hispanic			Other			White		
	#	%	% CCP Fall	#	%	% CCP Fall	#	%	% CCP Fall	#	%	% CCP Fall	#	%	% CCP Fall
2017-18	83	10.4%	9%	398	49.9%	46%	113	14.2%	14%	52	6.5%	7%	152	19.0%	22%
2018-19	107	12.1%	10%	345	39.0%	44%	125	14.1%	15%	77	8.7%	7%	230	26.0%	22%
2019-20	121	13.6%	10%	355	39.9%	43%	140	15.7%	16%	68	7.6%	7%	205	23.1%	22%

- Black students made up 50% of BUSL 101 enrollments in 2017-18, compared to 46% of the College population. The decreased to 39% for BUSL 101 for the next two years; this 10-point decrease for BUSL 101 was larger than the change for the College overall (-3 points).
- Hispanic and Other enrollments in BUSL 101 mirrored those of the College.
- Asian and White students were both slightly overrepresented in BUSL 101 in 2018-19 and 2019-20.

ENROLLMENT – GENDER

Academic Year	Female				Male				Difference: Male to Female	
	#	%	%CCP Fall	% Bus. Fall	#	%	%CCP Fall	% Bus. Fall	#	In %s
2017-18	390	48.9%	63.0%	47.8%	407	51.1%	36.9%	52.2%	+17	+2.1
2018-19	437	49.4%	64.0%	50.0%	446	50.4%	36.0%	49.9%	+9	+1.0
2019-20	450	50.7%	65.3%	48.6%	437	49.2%	34.7%	51.2%	-13	-1.5

Note: For 2017-18 and 2018-19, 2 students in BUSL 101 identified as Other, with 1 student in 2019-20.

- Enrollments in BUSL 101 were almost evenly split between female and male students each year with little change during the three years. Male students make up a smaller percent of the College population and were therefore overrepresented in BUSL 101 by about 14 percentage points.
- Examining enrollments for the programs requiring BUSL 101 provides additional context. Enrollments are provided for Business-General and Accounting for all four years, with Business-Accelerated was added in 2018-19, and then Business Leadership PC and AAS and Fashion Merchandising and Marketing in 2019-20.
 - Overall, enrollments for female and male students in BUSL 101 were within 2 percentage points of the enrollments in the various Business programs. Students in programs requiring BUSL 101 were therefore proportionately represented in that course.

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ENROLLMENT - PELL RECIPIENTS

Academic Year	Non-Pell			Pell			Difference: Pell to Non-Pell	
	#	%	%CCP Fall	#	%	%CCP Fall	#	In %s
2017-18	230	28.8%	29.0%	568	71.2%	71.0%	+338	42.4
2018-19	292	33.0%	31.5%	592	67.0%	68.5%	+300	33.9
2019-20	431	48.5%	30.2%	458	51.5%	69.8%	+21	3.0

- Pell recipients made up a larger proportion of the BUSL 101 enrollments each year.
- However, their representation in BUSL 101 decreased by 20 points from the first to the third year. In 2019-20, Pell recipients made up 70% of the College population compared to just 52% of BUSL 101 enrollments.

ENROLLMENT - TIME STATUS

Academic Year	Full-Time			Part-Time			Difference: PT to FT	
	#	%	%CCP Fall	#	%	%CCP Fall	#	In %s
2017-18	408	51.1%	29.4%	390	48.9%	70.6%	-18	-2.3%
2018-19	472	53.4%	29.1%	412	46.6%	70.9%	-60	-6.8%
2019-20	465	52.3%	26.3%	424	47.7%	73.7%	-41	-4.6%

- Part-time students made up at least 70% of the student population each of the three years in the table.
- In contrast, part-time students comprised less than half of the students in BUSL 101 and were therefore underrepresented; the discrepancy increased from 2017-18 to 2019-20 from -2 points to -5 points.

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II. FIRST-YEAR EXPERIENCE COURSE TAKING BEHAVIORS

It is recommended that for programs which require a first-year experience course, students attempt that course within their first 12 credits.

This data encompasses new, first-time students entering the College from 2016-27 through 2019-20 in programs that require a first-year experience course. Data was collected up through Spring 2021.

BUSL 101 within First 12 Credits – Equity Analysis

Race/Ethnicity	2017-18	2018-19	2019-20
Asian	19.1%	19.2%	36.8%
Black Non-Hispanic	34.7%	35.8%	28.4%
Hispanic	27.4%	31.6%	39.1%
Other/Unknown	22.5%	47.5%	37.3%
White Non-Hispanic	31.9%	36.8%	32.6%
Total BUSL 101	28.5%	28.5%	29.7%

- For students entering in the 2017-18 academic year, Black students attempted BUSL 101 within their first 12 credits at a higher rate than all other groups (35%). After an increase of one percentage point, this then decreased to 28% for the 2019-20 cohort.
- For students in the 2018-19 cohort, White students were the most likely to attempt within the first 12 credits among the three largest subgroups; this decreased for 2019-20.
- For students entering in the 2019-20 academic year, Hispanic students (39%) attempted BUSL 101 within their first 12 credits at a higher rate than all other groups; this percent had increased each year.

Credit Distribution of Students Taking First Year Courses

Course	2017-18		2018-19		2019-20	
	Mean	Median	Mean	Median	Mean	Median
BUSL 101	15.67	12	19.24	13	19.86	13

- The median credit load at which students attempted BUSL 101 was 12 or 13 credits.
- The mean credit load at which students attempted BUSL 101 trended upward, indicating each subsequent cohort waited longer to take the course: from 15.67 in 2017-18 to 19.86 credits in 2019-20.

Credit Distribution of Students Taking First Year Courses After 12 Credits

Course	2017-18		2018-19		2019-20	
	Mean	Median	Mean	Median	Mean	Median
BUSL 101	23.39	21	27.99	24	28.95	24

- The mean credit load at which students attempted BUSL 101 increased from 23.39 to 28.95 credits over the three years, while the median also increased from 21 to 24.
- If a student did not attempt the course in their first 12 credits, on average each cohort took the course later than the previous cohort.

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IV. COURSE PASS RATES

BUSL 101 PASS RATE

Academic Year	# Passed	BUSL 101 Pass Rate
2017-18	554	69.4%
2018-19	636	71.9%
2019-20	655	73.7%

Note: For all course pass rate data, A, B, and C grades are considered passing grades.

- The pass rate for BUSL 101 increased each year, with a four-point increase from 2017-18 to 2019-20.

PASS RATE - RACE/ETHNICITY

Academic Year	Asian		Black- Non-Hispanic		Hispanic		Other		White		BUSL 101 Students
	#	%	#	%	#	%	#	%	#	%	
2017-18	68	81.9%	273	68.6%	74	65.5%	36	69.2%	103	67.8%	69.4%
2018-19	80	74.8%	232	67.2%	79	63.2%	60	77.9%	185	80.4%	71.9%
2019-20	104	86.0%	241	67.9%	103	73.6%	43	63.2%	164	80.0%	73.7%

- In 2017-18, all racial/ethnic groups except Asian students had a pass rate that ranged from almost 65% to about 69%. Asian students passed the course at about 82%. Black students had a slightly higher pass rate than both White and Hispanic students.
- Pass rates dipped for Asian, Black, and Hispanic students in 2018-19. The pass rate increased by 12 points for White students from the previous year.
- Over the three years, pass rates for Black and Other students decreased overall by less than one percentage point and six percentage points, respectively. Both groups were below the course average in 2019-20.
- Pass rates increased over the three years for Asian (+4 points), Hispanic (+8 points), and White students (+12 points).
- The equity gap increased between Black and White students (from about equal in 2017-18 to -12 in 2019-20) and between Hispanic and White students (from -2 to -6 points).

PASS RATE – GENDER

Academic Year	Female		Male		Other		All BUSL 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
2017-18	290	74.4%	263	64.6%	1	100.0%	69.4%	-9.7
2018-19	325	74.4%	310	69.5%	1	100.0%	71.9%	-4.9
2019-20	360	80.0%	294	67.3%	1	50.0%	73.7%	-12.7

- Pass rates increased for female students over a three-year period at a greater rate than for male students.
- While the equity gap did decrease in 2018-19 (from -10 to -5 points), it increased in 2019-20 (to -13 points).

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PASS RATE - PELL RECIPIENTS

Academic Year	Non-Pell		Pell		All BUSL 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
2017-18	176	76.5%	378	66.5%	69.4%	-10.0
2018-19	218	74.7%	418	70.6%	71.9%	-4.1
2019-20	294	68.2%	361	78.7%	73.7%	10.5

- In 2017-18, the pass rate for Pell recipients was 10 points lower than that for non-Pell students.
- Pass rates for Pell students increased each year, while the pass rates for non-Pell students decreased.
- The equity gap was reversed in 2019-20, with the pass rate for Pell recipients over 10 points higher than for non-Pell students.

PASS RATE- TIME STATUS

Academic Year	Full-Time		Part-Time		All BUSL 101 Students	Difference: PT to FT
	#	%	#	%		
2017-18	291	71.3%	263	67.4%	69.4%	-3.9
2018-19	349	73.9%	287	69.7%	71.9%	-4.3
2019-20	349	75.1%	306	72.2%	73.7%	-2.9

- Pass rates increased for full-time and part-time students over the three-year period, by almost 4 points for full-time and almost 5 points for part-time students.
- While full-time students had higher pass rates than part-time students, the equity gap decreased slightly from 2017-18 to 2019-20 from -4 to -3 points.

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IV. FALL-TO-SPRING PERSISTENCE

OVERALL FALL-TO-SPRING PERSISTENCE

Cohort	# BUSL 101 Students Persisted	BUSL 101 Fall-to-Spring Persistence Rate	All FTIC Students Fall-to-Spring Persistence Rate
Fall 2017 Cohort	608	76.2%	73.4%
Fall 2018 Cohort	654	74.0%	74.0%
Fall 2019 Cohort	629	70.8%	72.7%

- The fall-to-spring persistence rate decreased for both BUSL 101 students and the FTIC cohorts overall.
- The fall-to-spring persistence rate moved from 76% for BUSL 101 for Fall 2017 to 71% for Fall 2019. This decrease of 5 points was greater than the decrease for the FTIC cohort, which was less than one percentage point.

FALL-TO-SPRING PERSISTENCE - RACE/ETHNICITY

Cohort	Asian		Black- Non-Hispanic		Hispanic		Other		White		All BUSL 101 Students
	#	%	#	%	#	%	#	%	#	%	
Fall 2017 Cohort	72	86.7%	291	73.1%	86	76.1%	41	78.8%	118	77.6%	76.2%
Fall 2018 Cohort	91	85.0%	241	69.9%	81	64.8%	58	75.3%	183	79.6%	74.0%
Fall 2019 Cohort	100	82.6%	239	67.3%	95	67.9%	46	70.6%	147	71.7%	70.8%

- The Black and Hispanic fall-to-spring persistence rates were the lowest for each year.
- As the fall-to-spring persistence rate decreased for all BUSL 101 students, it decreased for every racial/ethnic group.
- Each year there was an equity gap between Black and White students and between Hispanic and White students.
- While the equity gap increased for the Fall 2018 cohort because White students saw an increase in the rate while Black and Hispanic students decreased, it decreased to the same level as for the Fall 2017 cohort for Black students (-4.5 points) and increased slightly for Hispanic students (from -1.5 points to almost -4 points).

FALL-TO-SPRING PERSISTENCE – GENDER

Cohort	Female		Male		Other		All BUSL 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
Fall 2017 Cohort	305	78.2%	302	74.2%	1	100.0%	76.2%	-4.0
Fall 2018 Cohort	328	75.1%	326	73.1%	0	0.0%	74.0%	-2.0
Fall 2019 Cohort	332	73.8%	296	67.7%	1	50.0%	70.8%	-6.1

- Fall-to-spring persistence rates for both male and female students declined over the three-year period.
- The equity gap increased from -4 points for male students in the Fall 2017 cohort to -6 points for the Fall 2019 cohort.

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FALL-TO-SPRING PERSISTENCE - PELL RECIPIENTS

Cohort	Non-Pell		Pell		All BUSL 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
Fall 2017 Cohort	164	71.3%	444	78.2%	76.2%	+6.9
Fall 2018 Cohort	210	71.9%	444	75.0%	74.0%	+3.1
Fall 2019 Cohort	264	61.3%	365	79.7%	70.8%	+18.4

- Pell recipients had higher fall-to-spring persistence rates than non-Pell recipients each year.
- The difference widened from 7 points for the Fall 2017 cohort to 18 points for the Fall 2019 cohort. The increase was due to both a decrease for non-Pell students and an increase for Pell students.

FALL-TO-SPRING PERSISTENCE - TIME STATUS

Cohort	Full-Time		Part-Time		All BUSL 101 Students	Difference: PT to FT
	#	%	#	%		
Fall 2017 Cohort	338	82.8%	270	69.2%	76.2%	-13.6
Fall 2018 Cohort	373	79.0%	281	68.2%	74.0%	-10.8
Fall 2019 Cohort	357	76.8%	272	64.2%	70.8%	-12.6

- Full-time students persisted at a higher rate than part-time students each year.
- The equity gap between full-time and part-time students was consistent and ranged from -11 points to -14 points; it did decrease by one percentage point over the three years.

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V. FALL-TO-FALL RETENTION

OVERALL FALL-TO-FALL RETENTION

Cohort	# BUSL 101 Students Retained	Fall-to-Fall Retention Rate	All FTIC Students Fall-to-Fall Retention Rate
Fall 2017 Cohort	161	45.6%	47.0%
Fall 2018 Cohort	215	51.2%	50.8%
Fall 2019 Cohort	214	51.2%	45.1%

- The fall-to-fall retention rate rose by over 5 percentage points from the Fall 2017 to the Fall 2018 cohort.
- This rate then remained at 51% for the Fall 2019 cohort, although it decreased for the College's TIUC students by over 5 points for the Fall 2019 cohort.
- It should be noted that the fall-to-fall retention rate for the Fall 2019 students was impacted by COVID-19.

FALL-TO-FALL RETENTION - RACE/ETHNICITY

Cohort	Asian		Black- Non-Hispanic		Hispanic		Other		White		All BUSL 101 Students
	#	%	#	%	#	%	#	%	#	%	
Fall 2017 Cohort	19	65.5%	69	39.9%	20	37.0%	14	58.3%	39	53.4%	45.6%
Fall 2018 Cohort	37	71.2%	69	43.9%	28	45.2%	17	51.5%	64	55.2%	51.2%
Fall 2019 Cohort	44	66.7%	66	41.8%	34	44.7%	19	57.6%	51	60.0%	51.2%

- Black students had the lowest fall-to-fall retention rate for each of the three cohorts.
- The equity gap between Black and White students increased overall from 14 points for the Fall 2017 cohort to 18 points for the Fall 2019 cohort (after a smaller gap for the Fall 2018 cohort).
- Hispanic students had the second lowest fall-to-fall retention rate for each of the cohorts.
- The equity gap Hispanic and White students decreased by 6 points from the first to the second cohort. It then rose for the third cohort with an overall decrease in the retention gap from 16 to 15 points.
- Data has shown that Black students have been disproportionately impacted by the COVID-19 pandemic, which is seen in the fall-to-fall retention rate for the 2019-20 cohort.

FALL-TO-FALL RETENTION – GENDER

Cohort	Female		Male		Other		All BUSL 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
Fall 2017 Cohort	77	47.2%	84	44.2%	-	-	45.6%	-3.0
Fall 2018 Cohort	111	56.1%	104	47.1%	0	0.0%	51.2%	-9.0
Fall 2019 Cohort	122	60.1%	92	43.0%	0	0.0%	51.2%	-17.1

- The fall-to-fall retention rate improved by 13 points for female students over the three years.
- After an initial increase in the fall-to-fall retention rate for male students, it fell for the Fall 2019 cohort for an overall decrease of less than one point.
- The equity gap between female and male students rose from -3 points for the Fall 2017 cohort to -17 points for the most recent cohort.

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FALL-TO-FALL RETENTION - PELL RECIPIENTS

Cohort	Non-Pell		Pell		All BUSL 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
Fall 2017 Cohort	43	43.9%	118	46.3%	45.6%	2.4
Fall 2018 Cohort	67	50.4%	148	51.6%	51.2%	1.2
Fall 2019 Cohort	79	37.8%	135	64.6%	51.2%	26.8

- Pell recipients had higher fall-to-fall retention rates each year.
- The difference increased by 24 points when the retention rate for non-Pell students fell to 38% and rose to 65% for Pell recipients for the 2019-20 cohort.

FALL-TO-FALL RETENTION - TIME STATUS

Cohort	Full-Time		Part-Time		All BUSL 101 Students	Difference: PT to FT
	#	%	#	%		
Fall 2017 Cohort	112	50.9%	49	36.8%	45.6%	-14.1
Fall 2018 Cohort	154	58.3%	61	39.1%	51.2%	-19.2
Fall 2019 Cohort	143	53.0%	71	48.0%	51.2%	-5.0

- The equity gap for fall-to-fall retention fell from -14 to -5 points over the three years.
- The decrease in the equity gap is due to the increase of over 10 percentage points for retention of part-time students (compared to an overall two-point increase for full-time students).

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V1. 200% GRADUATION RATE

200% GRADUATION RATE - OVERALL

	Fall 2016	Fall 2017	Fall 2018*	Fall 2019**
AH 101	25.5%	27.7%	21.9%	14.2%
BUSL 101	-	24.3%	25.5%	11.0%
FYE 101	25.1%	28.7%	14.0%	5.5%
College	14.6%	12.7%	9.1%	2.3%

* For the Fall 2018 cohort, 200% will be completed after August 2022.

** For the Fall 2019 cohort, 200% will be completed after August 2023.

- The final 200% completion rate is available only for the Fall 2017 cohort; it was 24%, compared to 13% for the College's 200% graduation rate.
- The preliminary data for the Fall 2018 and Fall 2019 cohorts show that the 200% completion rates continue to be higher for BUSL 101 students than for the College cohort.
- 200% completion rates for the Fall 2018 and Fall 2019 cohorts will likely be impacted by COVID-19.

200% GRADUATION RATE - RACE/ETHNICITY

Cohort	Asian		Black- Non-Hispanic		Hispanic		Other		White		All BUSL 101 Students
	#	%	#	%	#	%	#	%	#	%	
Fall 2017 Cohort	38	49.4%	64	16.8%	25	22.3%	15	30.6%	45	30.4%	24.3%
Fall 2018 Cohort	47	45.2%	52	16.7%	19	16.5%	15	21.1%	75	34.9%	25.5%
Fall 2019 Cohort	24	20.2%	24	7.6%	9	6.9%	6	10.3%	26	13.9%	11.0%

- While the 200% completion rate is not yet final for the Fall 2018 and Fall 2019 cohorts, rates can be compared between subgroups to determine if there are any equity gaps in their progress.
- Asian students had the highest 200% completion rate for each cohort.
- Black and Hispanic students had the lowest 200% completion rate for each year.
- The disparity for this graduation rate for the Fall 2017 cohort was -13 points for Black students compared to White students, and -8 points for Hispanic and White students.
- The equity gap based on preliminary data for the Fall 2018 cohort grew for both Black and Hispanic students. This mirrors data that indicates minority students were disproportionately impacted by COVID-19.

200% GRADUATION RATE -- GENDER

Cohort	Female		Male		Other		All BUSL 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
Fall 2017 Cohort	100	27.0%	86	21.7%	1	100.0%	24.3%	-5.2
Fall 2018 Cohort	117	28.9%	91	22.1%	0	0.0%	25.5%	-6.7
Fall 2019 Cohort	50	12.3%	39	9.7%	0	0.0%	11.0%	-2.6

- Female students had the higher 200% completion rate for the Fall 2017 cohort; the graduation rate was males was 5 points lower.
- For the preliminary data for the Fall 2018 and 2019 cohorts, While the gap widen for the Fall 2018 cohort, it has decreased for the most recent cohort.

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200% GRADUATION RATE - PELL RECIPIENTS

Cohort	Non-Pell		Pell		All BUSL 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
Fall 2017 Cohort	62	27.4%	125	23.1%	24.3%	-4.4
Fall 2018 Cohort	70	25.5%	138	25.4%	25.5%	-0.1
Fall 2019 Cohort	39	9.7%	50	12.3%	11.0%	2.6

- The finalized data for the Fall 2017 cohort showed an equity gap between non-Pell students and Pell recipients (-4).
- However, based the preliminary data for Fall 2018 the two groups were equal and Pell recipients then outpaced their non-Pell counterparts for the Fall 2019 cohort.

200% GRADUATION RATE - TIME STATUS

Cohort	Full-Time		Part-Time		All BUSL 101 Students	Difference: PT to FT
	#	%	#	%		
Fall 2017 Cohort	119	30.3%	68	18.1%	24.3%	-12.1
Fall 2018 Cohort	140	31.8%	68	18.0%	25.5%	-13.8
Fall 2019 Cohort	62	14.4%	27	7.1%	11.0%	-7.2

- Part-time students had a lower graduation rate than full-time students for the Fall 2017 cohort (-12)
- The difference was similar based on the preliminary data for the Fall 2018 cohort (-14 points), with the disparity decreasing for the most recent cohort.