

FIRST YEAR COURSES: FIRST YEAR EXPERIENCE (FYE 101)

I. ENROLLMENTS

ENROLLMENT - OVERALL

	2016-17	2017-18	2018-19	2019-20	Change from first year to 2019-20
AH 101	1,020	1,226	1,147	1,159	+14%
BUSL 101	-	787	871	873	+11%
FYE 101	483	777	801	781	+62%
College	25,568	24,443	23,134	22,166	-13%

- For FYE 101, enrollments increased from the 2016-17 academic through the 2018-19 academic year.
- Each year at least one additional program required FYE 101.
- Although FYE 101 enrollments decreased for 2019-20, the decrease was -2.5 percentage points, compared to -4 points for 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
2016-17	37	7.4%	9%	240	48.2%	47%	85	17.1%	13%	26	5.2%	8%	110	22.1%	23%
2017-18	46	5.8%	9%	371	47.1%	46%	120	15.3%	14%	125	15.9%	7%	125	15.9%	22%
2018-19	66	8.1%	10%	420	51.4%	44%	159	19.5%	15%	46	5.6%	7%	126	15.4%	22%
2019-20	48	6.0%	10%	415	52.1%	43%	171	21.5%	16%	54	6.8%	7%	108	13.6%	22%

- Black and Hispanic students made up larger proportions of FYE 101 enrollments compared to the College population. These traditionally underserved student groups were therefore overrepresented in FYE 101.
- Overall the percentages of both Black and Hispanic students increased by 4 percentage points from 2016-17 to 2019-20.
- Asian and White students were represented less in FYE 101 enrollments compared to the College.

ENROLLMENT - GENDER

Academic Year	Female			Male			Other			Difference: Male to Female	
	#	%	% CCP Fall	#	%	% CCP Fall	#	%	% CCP Fall	#	In %s
2016-17	242	48.6%	62.1%	256	51.4%	37.8%	-	-	<.1%	+13	+2.8
2017-18	419	53.2%	63.0%	365	46.4%	36.9%	3	.4%	<.1%	-54	-6.8
2018-19	488	59.7%	64.0%	327	40.0%	36.0%	2	.2%	<.1%	-161	-19.7
2019-20	499	62.7%	65.3%	296	37.2%	34.7%	1	.1%	<.1%	-203	-25.5

- Except for the first year, female students made up a larger percentage FYE 101 enrollments than males.
- While male students made up a smaller percent of the course enrollments in each subsequent year, they were still overrepresented in FYE 101 compared to College enrollments.

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ENROLLMENT – PELL RECIPIENTS

Academic Year	Non-Pell			Pell			Difference: Pell to Non-Pell	
	#	%	%CCP Fall	#	%	%CCP Fall	#	In %s
2016-17	115	23.1%	28.1%	383	76.9%	71.9%	268	+53.8
2017-18	300	38.1%	29.0%	487	61.9%	71.0%	187	+23.8
2018-19	338	41.4%	31.5%	479	58.6%	68.5%	141	+17.3
2019-20	451	56.7%	30.2%	345	43.3%	69.8%	-106	-13.3

- While the percent of Pell recipients in FYE 101 courses was higher than the College overall for 2016-17, Pell recipients in FYE 101 decreased each year after: from 77% in 2016-17 to 43% in 2019-20.
- Pell recipients were therefore underrepresented in the FYE 101 enrollments for the three most recent years.

ENROLLMENT - TIME STATUS

Academic Year	Full-Time			Part-Time			Difference: PT to FT	
	#	%	%CCP Fall	#	%	%CCP Fall	#	In %s
2016-17	333	66.9%	27.0%	165	33.1%	73.0%	-168	-33.7
2017-18	402	51.1%	29.4%	385	48.9%	70.6%	-17	-2.5
2018-19	392	48.0%	29.1%	425	52.0%	70.9%	33	4.0
2019-20	352	44.2%	26.3%	444	55.8%	73.7%	92	2.2

- Part-time students made up at least 70% of students at the College.
- Full-time students were served at a higher rate than part-time students in FYE 101.
- Part-time students have been underrepresented in FYE 101 each year, although their proportion of the course enrollments increased each year.

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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.

FYE 101 within First 12 Credits – Equity Analysis

Race/Ethnicity	2016-17	2017-18	2018-19	2019-20
Asian	16.7%	16.8%	25.6%	31.1%
Black Non-Hispanic	15.7%	22.1%	27.9%	36.1%
Hispanic	20.3%	24.0%	31.6%	38.0%
Other/Unknown	12.1%	17.2%	17.7%	22.1%
White Non-Hispanic	17.8%	19.6%	17.8%	19.0%
Total FYE 101	15.9%	20.1%	25.5%	24.3%

- For each of the four cohorts, Hispanic students were most likely to complete FYE 101 in their first 12 credits. This increased by almost 18 points over the four years (compared to 8 points for FYE 101 overall).
- Black students also saw an increase in the percent of students taking the course within their first 12 credits, increasing from 16% to 36%. This 20-point increase was the largest among all subgroups.
- White students taking the course within the first 12 credits increased overall by approximately 1 percentage point.

Credit Distribution of Students Taking First Year Courses

Course	2016-17		2017-18		2018-19		2019-20	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
FYE 101	13.27	12	15.1	12	17.72	12	15.79	12

- The median credit load at which students attempted FYE 101 was steady at 12 credits.
- The mean credit load at which students attempted FYE 101 trended upward, from 13.27 to 15.79 credits.
 - This indicates each subsequent cohort waited longer to take FYE 101.

Credit Distribution of Students Taking First Year Courses After 12 Credits

Course	2016-17		2017-18		2018-19		2019-20	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
FYE 101	19.83	18	23.5	22	26.8	24	28.06	24

- The mean credit load at which students attempted FYE 101 trended upward, increasing from 19.83 to 28.06 credits.
- 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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III. COURSE PASS RATES

FYE 101 PASS RATE

Academic Year	# Passed	FYE 101 Pass Rate
2016-17	311	62.5%
2017-18	605	76.9%
2018-19	627	76.7%
2019-20	611	76.8%

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

- The course pass rate for FYE 101 increased from 63% in 2016-17 to 77% in 2017-18, after which the pass rate was steady.

PASS RATE - RACE/ETHNICITY

Academic Year	Asian		Black- Non-Hispanic		Hispanic		Other		White		FYE 101 Students
	#	%	#	%	#	%	#	%	#	%	
2016-17	27	73.0%	130	54.2%	54	63.5%	19	73.1%	81	73.4%	62.5%
2017-18	36	78.3%	268	72.2%	90	75.0%	110	88.0%	101	80.8%	76.9%
2018-19	52	78.8%	310	73.8%	132	83.0%	30	65.2%	103	81.8%	76.7%
2019-20	41	85.4%	315	75.9%	131	76.6%	41	75.9%	83	76.9%	76.8%

- Although the pass rate for Black students was lower than the overall course pass rate, it increased each year, from 54% in 2016-17 to 76% in 2019-20.
- Hispanic students saw an overall increase in pass rates over the four years. Except for 2018-19, the pass rate for Hispanic student was within 2 percentage points of the course average.
- For the first two years, Black and Hispanic students passed the course at lower rates than White students.
- In 2019-20, pass rates were within 1 percentage point for Black, Hispanic, and White students.
- As such, the equity gap decreased for Black students (-19 points in 2016-17) and Hispanic students (-10 points in 2016-

PASS RATE – GENDER

Academic Year	Female		Male		Other		All FYE 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
2016-17	178	73.6%	133	52.0%	-	-	62.5%	-21.6
2017-18	347	82.8%	255	69.9%	3	100.0%	76.9%	-13.0
2018-19	396	81.2%	230	70.3%	1	50.0%	76.7%	-10.8
2019-20	397	79.6%	213	72.0%	1	100.0%	76.8%	-7.6

- Overall pass rates increased for both female and male students.
- The equity gap for male students also decreased from -22 points in 2016-17 to -8 points in 2019-20.

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PASS RATE - PELL RECIPIENTS

Academic Year	Non-Pell		Pell		All FYE 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
2016-17	71	61.7%	240	62.7%	62.5%	+9
2017-18	255	85.0%	350	71.9%	76.9%	-13.1
2018-19	283	83.7%	344	71.8%	76.7%	-12.7
2019-20	341	75.6%	270	78.3%	76.8%	+2.7

- Pass rates for Pell recipients and non-Pell students were almost equal in the first year (+1 point for Pell students).
- In the next two years, the pass rates increased more for non-Pell students than for Pell recipients; the equity gap was then around -13 points.
- In 2019-20, Pell recipients again had a higher pass rate than non-Pell students.

PASS RATE - TIME STATUS

Academic Year	Full-Time		Part-Time		All FYE 101 Students	Difference: PT to FT
	#	%	#	%		
2016-17	225	67.6%	86	52.1%	62.5%	-15.5
2017-18	302	75.1%	303	78.7%	76.9%	+3.6
2018-19	289	73.7%	338	79.5%	76.7%	+5.8
2019-20	257	73.0%	354	79.7%	76.8%	+6.7

- Except for the first year, part-time students had a higher pass rate than full-time students.
- After an initial increase from 2016-17 to 2017-18, the pass rate was mostly consistent for the last years.
- The differences in the last three years ranged from +4 to +7 points.

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IV. FALL-TO-SPRING PERSISTENCE

OVERALL FALL-TO-SPRING PERSISTENCE

Cohort	# FYE 101 Students Persisted	FYE 101 Fall-to-Spring Persistence Rate	All FTIC Students Fall-to-Spring Persistence Rate
Fall 2016 Cohort	408	81.9%	73.7%
Fall 2017 Cohort	650	82.6%	73.4%
Fall 2018 Cohort	686	84.0%	74.0%
Fall 2019 Cohort	646	81.2%	72.7%

- The fall-to-spring persistence rate increased for the first three years; for the Fall 2019 cohort it was only slightly lower than the Fall 2016 cohort.
- The persistence rate for always higher for FYE 101 students than for all FTIC students.

FALL-TO-SPRING PERSISTENCE - RACE/ETHNICITY

Cohort	Asian		Black- Non-Hispanic		Hispanic		Other		White		All FYE 101 Students
	#	%	#	%	#	%	#	%	#	%	
Fall 2016 Cohort	33	89.2%	189	78.8%	71	83.5%	23	88.5%	92	83.6%	81.9%
Fall 2017 Cohort	43	93.5%	295	79.5%	99	82.5%	111	88.8%	102	81.6%	82.6%
Fall 2018 Cohort	56	84.9%	343	81.7%	136	85.5%	40	87.0%	111	88.1%	84.0%
Fall 2019 Cohort	43	89.6%	333	80.2%	132	83.3%	45	83.3%	93	86.1%	81.2%

- The fall-to-spring persistence rate for Black students was lowest among the racial/ethnic groups.
- The persistence rate increased overall for Black students by about 3 percentage points; the rate for Hispanic students was the same for the first and last cohorts.
- With the increase in the persistence rates for White students, the equity gap increased overall for Black students (-5 to -6 points) and for Hispanic students (from equal to -3 points).

FALL-TO-SPRING PERSISTENCE – GENDER

Cohort	Female		Male		Other		All FYE 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
Fall 2016 Cohort	204	84.3%	204	79.7%	-	-	81.9%	-4.6
Fall 2017 Cohort	364	86.9%	283	77.5%	3	100%	82.6%	-9.3
Fall 2018 Cohort	432	88.5%	252	77.1%	2	100%	84.0%	-11.5
Fall 2019 Cohort	415	83.2%	230	77.7%	1	100%	81.2%	-5.5

- Each year there was a discrepancy in fall-to-spring persistence rates between male and female students.
- The equity gap ranged from -5 points (Fall 2016) to -12 points (Fall 2018); it was -6 points for the Fall 2019 cohort, an increase of one percentage point.

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FALL-TO-SPRING PERSISTENCE - PELL RECIPIENTS

Cohort	Non-Pell		Pell		All FYE 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
Fall 2016 Cohort	94	81.7%	314	82.0%	81.9%	+2
Fall 2017 Cohort	262	87.3%	388	79.7%	82.6%	-7.7
Fall 2018 Cohort	295	87.3%	391	81.6%	84.0%	-5.7
Fall 2019 Cohort	345	76.5%	301	87.3%	81.2%	+10.8

- There was no consistent pattern in fall-to-spring persistence rates across the two groups.
- Pell recipients and non-Pell students persisted at the same rate for the Fall 2016 cohort. The persistence rate for non-Pell students then increased for two years while it was lower for Pell recipients; the equity gap was -8 and -6 points.
- For the Fall 2019 cohort, the persistence rate rose for Pell recipients and was higher than for non-Pell students.

FALL-TO-SPRING PERSISTENCE - TIME STATUS

Cohort	Full-Time		Part-Time		All FYE 101 Students	Difference: PT to FT
	#	%	#	%		
Fall 2016 Cohort	294	88.3%	114	69.1%	81.9%	19.2
Fall 2017 Cohort	338	84.1%	312	81.0%	82.6%	3.1
Fall 2018 Cohort	341	87.0%	345	81.2%	84.0%	5.8
Fall 2019 Cohort	287	81.5%	359	80.9%	81.2%	.6

- Full-time students persisted at a higher rate than part-time students for each cohort.
- The equity gap was initially -19 points, before decreasing.
- For the Fall 2019 cohort, the equity gap was less than one percentage point.

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V. FALL-TO-FALL RETENTION

OVERALL FALL-TO-FALL RETENTION

Cohort	# FYE 101 Students Retained	Fall-to-Fall Retention Rate	All FTIC Students Fall-to-Fall Retention Rate
Fall 2016 Cohort	187	62.1%	49.1%
Fall 2017 Cohort	234	52.5%	47.0%
Fall 2018 Cohort	250	56.6%	50.8%
Fall 2019 Cohort	217	49.3%	45.1%

- The fall-to-fall retention rates for students in FYE 101 was 62% for the first cohort, 13 percentage points higher than for FTIC students.
- After initially decreasing for the 2017-18 cohort, the retention rate rose slightly to 57% for the 2018-19 cohort.
- The rate decreased over time and fell overall by 13 percentage points to 49% for the 2019-20 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 FYE 101 Students
	#	%	#	%	#	%	#	%	#	%	
Fall 2016 Cohort	21	84.0%	77	57.0%	32	59.3%	9	64.3%	48	65.8%	62.1%
Fall 2017 Cohort	15	62.5%	103	50.5%	41	54.7%	33	52.4%	42	52.5%	52.5%
Fall 2018 Cohort	28	68.3%	111	51.9%	52	55.9%	17	60.7%	42	63.6%	56.6%
Fall 2019 Cohort	19	65.5%	99	44.8%	52	50.5%	8	32.0%	39	62.9%	49.3%

- All racial/ethnic subgroups saw the same pattern in that the fall-to-fall retention rate decreased from the Fall 2016 to the Fall 2017 cohort, increased for the Fall 2018 cohort, and then decreased again for the Fall 2019 cohort (whose return in Fall 2020 might have been impacted by COVID-19).
- Black students had the lowest fall-to-fall retention rate for each cohort. The equity gap between Black and White students ranged from -9 points for the Fall 2016 cohort to -18 points for the Fall 2019 cohort.
- The equity gap for Hispanic students compared to White students also increased (after reversing for the Fall 2017 cohort). It was -6.5 points for the Fall 2016 cohort and ended as -12 points for the Fall 2019 cohort.
- 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 FYE 101 Students	Difference: Male to Female
	#	%	#	%-	#	%		
Fall 2016 Cohort	97	68.8%	90	56.3%	-	-	62.1%	-12.5
Fall 2017 Cohort	126	52.9%	107	51.9%	1	50.0%	52.5%	-1.0
Fall 2018 Cohort	146	57.9%	103	54.5%	1	100.0%	56.6%	-3.4
Fall 2019 Cohort	142	55.5%	74	40.4%	1	100.0%	49.3%	-15.0

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- Female students had higher fall-to-fall retention rates for each cohort than male students.
- The equity gap did decrease from -12.5 points to -1 point and then to -3 points for the Fall 2018 cohort, before increasing again to -15 points for the most recent cohort.

FALL-TO-FALL RETENTION – PELL RECIPIENTS

Cohort	Non-Pell		Pell		All FYE 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
Fall 2016 Cohort	44	61.1%	143	62.4%	62.1%	1.3
Fall 2017 Cohort	92	55.4%	142	50.7%	52.5%	-4.7
Fall 2018 Cohort	108	59.0%	142	54.8%	56.6%	-4.2
Fall 2019 Cohort	79	32.9%	138	69.0%	49.3%	36.1

- The trends for fall-to-fall retention rates differed greatly between Pell recipients and non-Pell students.
- With the Fall 2016 cohorts, Pell recipients had a slightly higher retention rate, before it decreased to about -4 points for the next two years.
- For the Fall 2019 cohort (whose retention rate was impacted by COVID-19), the retention rate for non-Pell students dropped by 16 points from the previous year, while it increased by 4 points for the Pell students.

FALL-TO-FALL RETENTION - TIME STATUS

Cohort	Full-Time		Part-Time		All FYE 101 Students	Difference: PT to FT
	#	%	#	%		
Fall 2016 Cohort	145	68.1%	42	47.7%	62.1%	-20.3
Fall 2017 Cohort	145	54.7%	89	49.2%	52.5%	-5.5
Fall 2018 Cohort	139	56.3%	111	56.9%	56.6%	0.6
Fall 2019 Cohort	138	56.3%	79	40.5%	49.3%	-15.8

- The differences between the two groups were not consistent over the four years.
- For three of the cohorts, full-time students had higher fall-to-fall retention rates than part-time students. For the Fall 2018 cohort, the retention rates were essentially the same.
- The equity gap ranged from -20 points for Fall 2016 to -6 points for Fall 2016. After initially closing the equity gap for the Fall 2018 cohort, it then increased to -16 points for the Fall 2019 cohort, which was affected by COVID-19.

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VI. 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% graduation rate is available for the Fall 2016 and 2017 cohorts.
- The 200% graduation rate increased by over 3.5 percentage points from the first to the second cohort.
- Students in FYE 101 had higher 200% graduation rates than the College: +11 points for the Fall 2016 cohort and +16 points for Fall 2017. Preliminary data for the remaining two years continue this trend.
- 200% graduation 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 FYE 101 Students
	#	%	#	%	#	%	#	%	#	%	
Fall 2016 Cohort	13	35.1%	50	22.0%	19	22.6%	3	12.5%	35	33.0%	25.1%
Fall 2017 Cohort	13	30.2%	86	24.8%	26	23.0%	58	48.3%	30	25.0%	28.7%
Fall 2018 Cohort	9	14.8%	36	9.2%	20	13.0%	7	16.3%	36	29.8%	14.0%
Fall 2019 Cohort	5	10.9%	11	2.9%	8	4.9%	1	2.0%	16	15.4%	5.5%

- 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.
- Completion rates rose for Black (5 points) and Hispanic (almost 1 point) for Hispanic students from the first to the second cohort.
- With those increases, the equity gaps for the finalized data closed from -11 points for Black students compared to White students to only -0.2 points. For Hispanic students, the equity gap decreased from -10 to -2 percentage points.
- The preliminary data showed increases in equity disparities 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 FYE 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
Fall 2016 Cohort	71	30.3%	49	20.1%	-	-	25.1%	-10.3
Fall 2017 Cohort	136	33.7%	74	22.0%	3	100.0%	28.7%	-11.6
Fall 2018 Cohort	66	14.1%	42	13.8%	0	0.0%	14.0%	-0.3
Fall 2019 Cohort	24	5.1%	17	6.3%	0	0.0%	5.5%	1.2

- Female students had higher 200% completion rates than males for the two years of finalized data; the equity gap was -10 to -12 points.

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- For the preliminary data for the Fall 2018 and 2019 cohorts, female and male students were basically equal in their graduate rate for the Fall 2018 cohort and males have preliminary reversed the equity gap for the most recent cohort.

200% GRADUATION RATE - PELL RECIPIENTS

Cohort	Non-Pell		Pell		All FYE 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
Fall 2016 Cohort	33	29.5%	87	23.8%	25.1%	-5.7
Fall 2017 Cohort	124	42.5%	89	19.7%	28.7%	-22.7
Fall 2018 Cohort	31	9.4%	77	17.4%	14.0%	8.0
Fall 2019 Cohort	10	2.3%	31	10.0%	5.5%	7.7

- For the two cohorts with finalized 200% graduation rate data, Pell recipients had lower rates for both years. The equity gap increased from -6 points to -23 points.
- The preliminary data showed a reversal for the most recent cohorts, with Pell recipients +8 points compared to non-Pell students.

200% GRADUATION RATE - TIME STATUS

Cohort	Full-Time		Part-Time		All FYE 101 Students	Difference: PT to FT
	#	%	#	%		
Fall 2016 Cohort	95	29.7%	25	15.8%	25.1%	-13.9
Fall 2017 Cohort	97	25.6%	116	31.9%	28.7%	6.3
Fall 2018 Cohort	87	23.3%	21	5.3%	14.0%	-18.0
Fall 2019 Cohort	30	9.2%	11	2.7%	5.5%	-6.5

- Part-time students had an increase in the 200% completion rate from the Fall 2016 to the Fall 2017 cohort, essentially doubling their rate.
- With the finalized completion rate for full-time students decreasing for Fall 2017 cohort, part-time students had a higher completion rate.
- For the preliminary data for the most recent cohorts, the completion rates for part-time students are -18 and -6.5 points compared to full-time students.