

Overview of Enhancing Student Experience Strategies: Recent Changes and Outcomes

I. Accelerated Learning Program (ALP)

- In Fall 2017, the English department piloted the Accelerated Learning Program (ALP) with six sections of ENGL 098.
- With ALP, students who placed into ENGL 098 (Level 4, the highest developmental English level) were invited to concurrently enroll in an ENGL 101 section.
 - 69 students took part in this pilot.
- Faculty working on the ALP project have already examined course outcomes for students in ALP sections and for students in non-ALP sections of ENGL 098.
- Preliminary data for Spring 2018 has been analyzed. This includes enrollments and pass rates for ALP sections of ENGL 098 and 101, and for non-ALP sections. Additionally, pass rates for ENGL 102 in Spring 2018 have been included for those students who successfully completed their Fall 2017 English courses and then enrolled in ENGL 102 the following semester.

Enrollments in ALP Sections of ENGL 098

	Fall 2017	Spring 2018	Fall 2018
# of Sections	6	8	22
Total Students	69	85	284

Pass Rates for ENGL 098 and ENGL 101

	ENGL 098: # of Sections/ Total Students	ENGL 098: Pass Rate	ENGL 101: # of Sections/ Total Students	ENGL 101: Pass Rate
Fall 2017				
ALP Students	6 sections 69 students	81%	6 sections 69 students	75%
Non-ALP Students	16 sections 269 students	57%	132 sections 2,756 students	67%
Spring 2018				
ALP Students	8 sections 85 students	72%	8 sections 85 students	61%
Non-ALP Students	6 sections 122 students	68%	115 sections 1,847* students	59%

Source: Division of Liberal Studies and Academic and Student Success division

* 521 students had no grade in Banner and were not included in analysis.

- Students in ALP sections were more likely to successfully complete ENGL 098 and ENGL 101 than their non-ALP counterparts.
- In Fall 2017, ALP sections had a pass rate of 81% for ENGL 098 and 75% for ENGL 101 (compared to 57% and 67% for non-ALP sections).
- In Spring 2018, ALP sections of both English courses had a higher success rate than the non-ALP sections, but the difference had decreased from Fall 2017.

Grade Distribution: ENGL 098

	ENGL 098			
	% with P Grade	% with F Grade	% with MP Grade	% Withdrew
Fall 2017				
ALP Students	81%	4%	3%	12%
Non-ALP Students	57%	18%	12%	12%
Spring 2018				
ALP Students	72%	14%	5%	9%
Non-ALP Students	68%	14%	5%	13%

Source: Division of Liberal Studies and Academic and Student Success division

- In both Fall 2017 and Spring 2018, a higher percentage of ALP students earned a passing grade in ENGL 098 than non-ALP students. The difference was +24 points in Fall 2017 and +4 points the following semester.
- In Fall 2017, the same percentage of students for both ALP and non-ALP sections withdrew from the course.
- While both groups of students had the same percentages of F grades and of MP grades in Spring 2018, non-ALP students were more likely to withdraw from ENGL 098 than ALP students.

Grade Distribution: ENGL 101

	ENGL 101						
	% with A Grade	% with B Grade	% with C Grade	% with D Grade	% with F grade	% Withdrew	% with Incomplete
Fall 2017							
ALP Students	34%	30%	11%	3%	8%	14%	0%
Non-ALP Students	24%	27%	16%	6%	16%	10%	1%
Spring 2018							
ALP Students	27%	18%	15%	12%	18%	11%	0%
Non-ALP Students*	19%	23%	16%	6%	17%	13%	1%

Source: Division of Liberal Studies and Academic and Student Success

* Percentages may not always equal 100 because of NR grades.

- In both Fall 2017 and Spring 2018, a higher percentage of ALP students earned an “A” in ENGL 101 in comparison with non-ALP students.
- In Spring 2018, ALP and Non-ALP students had similar percentages of students earning an “F” in ENGL 101.
- In Fall 2017, students in ALP sections of ENGL 101 had a higher rate of withdrawal than the non-ALP sections. However, the withdrawal rate for ALP sections did decrease in Spring 2018 and was lower than the withdrawal rate for non-ALP sections.

Enrollments and Pass Rates for ENGL 102: Spring 2018

	Successfully Completed ENGL Course(s) in Fall 2017 & Enrolled in ENGL 102 in Spring 2018	ENGL 102: Pass Rate for Spring 2018
Fall 2017		
ALP Students	35 students (both ENGL 098 and 101)	77%
Non-ALP Students	1,164 students (ENGL 101)	70%

Source: Division of Liberal Studies

- Success in the subsequent course (ENGL 102) was also analyzed.
- Students who had completed ALP sections of ENGL 098 and ENGL 101 in Fall 2017 had a higher pass rate in ENGL 102 for Spring 2018 (+7 percentage points).

II. Intensive English Language Program (IELP)

- The Intensive English Language Program (IELP) was established in Fall of 2017 to provide a path for students to move through their ESL courses more quickly and thus be able to begin their program courses sooner.
- The IELP encompasses the following ESL courses: ENGL 072, 073, 082/092, 083/093, 098/099.
- Two 7-week sessions are offered each Fall and Spring semester.
- Students can complete up to 18 credits in one semester
- The Multilingual Hub was created in conjunction with the IELP to provide support for the students in this intensive program and to create a learning community to help them succeed. It provides one-on-one tutoring, use of Chromebooks, and enrichment activities (such as movies and discussions, game days, field trips, and other activities to help students connect with resources on and off campus).

Enrollments in IELP Sections

	Fall 2017	Spring 2018	Fall 2018
Total Unduplicated Students in IELP Sections	50	65	47

Pass Rates for ESL Courses and ENGL 101

	Total Enrollments for ESL Courses: Fall 2017	Pass Rate for ESL Courses in Fall 2017	# of Students Who Enrolled in ENGL 101 in Spring 2018	ENGL 101: Pass Rate
IELP Students	50	88.1%	24 (48.0%)	79.2% (19 out of 24)
Non-IELP Students	585	79.0%	155 (26.3%)	81.3% (126 out of 155)

Source: Academic and Student Success division

- The pass rate across ESL courses was higher for students who had taken part in the IELP than those who had not by 9 percentage points.
- For students who enrolled in ESL courses in Fall 2017, those in IELP sections were more likely (+ 21 percentage points) to enroll in ENGL 101 in the following semester.
- Of those students who did enroll in ENGL 101 in Spring 2018, pass rates were comparable, with non-IELP students slightly more likely to pass the course.

Course Pass Rates for ESL Courses: IELP and Non-IELP Students

		# of students	# Pass	% Pass	# Fail	% Fail	# W	% W
ENGL 072	IELP	13	13	100%	0	0%	0	0%
	Non-IELP	143	118	82.5%	21	14.7%	4	2.8%
ENGL 073	IELP	31	29	93.5%	2	6.5%	0	0%
	Non-IELP	176	167	94.9%	7	4.0%	2*	1.1%
ENGL 082/092	IELP	13	13	100%	0	0%	0	0%
	Non-IELP	107	78	72.9%	25	23.4%	4	3.7%
ENGL 083/093	IELP	35	30	85.7%	4	11.4%	1	2.9%
	Non-IELP	215	157	73.0%	56	26.0%	2	0.9%
ENGL 098/099	IELP	26	19	73.1%	7	26.9%	0	0%
	Non-IELP	217	158	72.8%	54	24.9%	5	2.3%

* Includes 1 Incomplete

"Fail" includes F and MP grades.

Note: Students completed multiple courses in one semester; headcount is duplicated.

Source: Academic and Student Success division

- In most courses, IELP students had a higher pass rate than non-IELP students. In ENGL 073, the IELP student pass rate was about 1 percentage point lower than for non-IELP students.
- IELP students had 100% pass rate in ENGL 072 and 082/092.
- The difference in pass rates for IELP and non-IELP students ranged from less than one percentage point (ENGL 098/099) to 27 percentage points (ENG 082/092).

III. Contextualized English

The English department first offered contextualized courses in Spring 2017 for Developmental English and ESL courses. Sections contextualized for Health Care Studies students were offered for the following courses: ENGL 098/099 (Fundamentals of Writing/ Reading Improvement), ENGL 098/108 (Fundamentals of Writing/ Academic Reading Across the Disciplines), ENGL 098, ESL 73 (Advanced Listening and Speaking for Non-Native Speakers of English). Specific sections were originally restricted to Health Care Studies students, but enrollment was later opened to all students (although two sections of ENGL 098/099 had only Health Care Studies students).

In Fall 2017, the English department expanded its offerings. In addition to the courses above that had contextualized sections for Health Care Studies, the themed sections were offered for the following disciplines: Business (ENGL 098/099); Education and Biology (ENGL 098/108); and Psychology (ENGL 098/108 and ENGL 098/101). Enrollment for Health Care Studies sections were originally restricted, but were then opened to all students. Enrollment in the contextualized sections for the other subject areas was not restricted. For Spring 2018 and Fall 2018, the department has continued to offer the above contextualized sections, with an additional section of ENGL 098/099 contextualized for Justice students.

With contextualized sections of English courses having open enrollment, there is no designation to show it is a special section. If a section is contextualized, this is noted in Banner, but is not noted in Course Finder.

Enrollments in Contextualized Sections of English Courses

	Spring 2017		Fall 2017		Spring 2018		Fall 2018	
	Sections	Students	Sections	Students	Sections	Students	Sections	Students
ENGL 073	3	58	3	59	1	9	0	0
ENGL 098	7	139	14	276	13	256	15	284
ENGL 099	3	59	7	133	7	132	11	207

Source: Academic and Student Success division

- Enrollments in contextualized sections of ENGL 098 and 099 have increased from Spring 2018 to Fall 2018. Fall 2018 had the highest enrollments for those two courses.
- ENGL 073 is an ESL course. Enrollment was restricted, which may have affected enrollments.

**Course Pass Rates for Traditional and Contextualized English Courses
(Spring 2017, Fall 2017, and Spring 2018)**

		# of Students	# Pass	% Pass	# Fail	% Fail	# I/W	%I/W
ENGL 073	Contextualized	125	116	92.8%	8	6.4%	1	0.8%
ENGL 073	Traditional	524	470	89.7%	43	8.2%	11	2.1%
ENGL 098	Contextualized	652	366	56.1%	200	30.7%	86	13.2%
ENGL 098	Traditional	3,971	2,320	58.4%	1,197	30.1%	435	11.0%
ENGL 099	Contextualized	306	193	63.1%	92	30.1%	21	6.9%
ENGL 099	Traditional	2,472	1,559	63.1%	621	25.1%	255	10.3%

"Fail" includes F and MP grades.

Percentages may not always equal 100 because of NR grades.

Source: Academic and Student Success division

- For ENGL 073, students in contextualized sections were more likely to pass the course than those in traditional (i.e., not contextualized) sections.
- For ENGL 098, traditional sections had a slightly higher pass rate than contextualized sections.
- Traditional and contextualized sections had the same pass rate for ENGL 099.

IV. Accelerated Math Courses

- The Foundational Math department offers accelerated FNMT courses. Each course is seven weeks long, which enables a student to complete two FNMT courses in one semester. The combinations for FNMT courses are FNMT 016 and 017 or FNMT 017 and 118, taken over the 7A and 7B terms.
 - Students take a total of 6 FNMT credits in the one semester.
- In 2015-16, the pass rates for the accelerated sections were higher than the pass rates for 15-week courses.
- It was determined that outcomes could be further improved.
 - Beginning with Fall 2016, a new marker was implemented for students who placed into FNMT 016 but scored above a certain level. Previously, any student who placed into FNMT 016 could enroll in an accelerated section of that course. Accelerated sections of FNMT 016 are now limited to students with this high FNMT 016 marker, which allows FNMT 016 topics to be covered more quickly.
 - Course pass rates increased for all FNMT courses from Fall 2015-16 to 2016-17.
 - A new FNMT course is being developed. The FNMT faculty are proposing a four-credit course that combines both FNMT 016 and 017, as opposed to a total of six credit hours for separate FNMT 016 and FNMT 017 courses. This course will be offered for the 15-week term. Students in this course will be able to complete this sequence with fewer credits. Adaptive software will be utilized to enable students to progress through topics in a self-paced manner.

Enrollments for Foundational Math Courses: By Term/Acceleration

	Fall 2015		Spring 2016		Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018	
	Sections	Students	Sections	Students	Sections	Students	Sections	Students	Sections	Students	Sections	Students	Sections	Students
FNMT 016														
Accelerated	1	14	1	17	2	40	2	40	3	55	1	19	2	40
10-week	2	36	10	173	15	269	14	243	14	250	15	282	15	297
15-week	39	728	35	647	49	919	48	881	62	1,170	52	953	62	1,148
FNMT 017														
Accelerated	2	32	2	25	4	67	4	77	4	65	3	40	3	57
10-week	14	247	11	190	6	112	9	133	6	115	9	164	7	129
15-week	95	1,783	67	1,241	43	817	51	917	38	723	47	876	40	758
FNMT 118														
Accelerated	1	19	1	11	2	29	2	30	1	18	2	17	2	56
10-week	11	315	8	250	7	198	8	230	5	160	7	233	5	171
15-week	72	2,362	65	1,952	59	1,903	46	1,372	51	1,688	41	1,310	48	1,615

Note: Contextualized sections are not included in analysis. All contextualized sections were 15-week sections.

Source: Academic and Student Success division

- For all three courses, the number of students enrolled in accelerated sections has increased overall from Fall 2015 to Fall 2018.
- For FNMT 017 and 118, the percentage of students in accelerated sections increased from Fall 2015 to Fall 2018.

Comparisons in Pass Rates

For all comparisons between accelerated and 10- and 15-week sections, the relatively low number of students in accelerated sections may skew results and direct comparisons should be made carefully.

Course Pass Rates for FNMT 016: By Term/Acceleration

		# of students	# Pass	% Pass	# Fail	% Fail	# I/W	% I/W
Fall 2015	Accelerated	14	8	57.1%	4	28.6	2	14.3%
	10 week	36	22	61.1%	11	30.6%	3	8.3%
	15 week	728	348	47.8%	297	40.8%	83	11.4%
Spring 2016								
	Accelerated	17	10	58.8%	5	29.4%	2	11.8%
	10 week	173	108	62.4%	59	34.1%	6	3.5%
	15 week	647	306	47.3%	258	39.9%	83	12.8%
Fall 2016								
	Accelerated	40	30	75%	7	17.5%	3	7.5%
	10 week	269	140	52.0%	115	42.8%	14	5.2%
	15 week	919	467	50.8%	276	30.0%	108	11.8%
Spring 2017								
	Accelerated	40	35	87.5%	5	12.5%	0	0.0%
	10 week	243	149	61.3%	75	30.9%	19	7.8%
	15 week	881	457	51.9%	314	35.6%	110	12.5%
Fall 2017								
	Accelerated	55	45	81.8%	9	16.4%	1	1.8%
	10 week	250	162	64.8%	77	30.8%	11	4.4%
	15 week	1,170	651	55.6%	389	33.2%	130	11.1%
Spring 2018								
	Accelerated	19	10	52.6%	8	42.1%	1	5.3%
	10 week	282	148	52.5%	107	37.9%	27	9.6%
	15 week	953	534	56.0%	335	35.2%	84	8.8%

"Fail" includes F and MP grades.

"Accelerated" = 7-week sections

Percentages may not always equal 100 because of NR grades.

Contextualized sections are not included in analysis.

Source: Academic and Student Success division

- In three of the six semesters (Fall 2016 through Fall 2017), the pass rates for FNMT 016 were highest for the accelerated sections. These pass rates were higher than for the 10- and 15-week sections by 17 to 36 percentage points.
- Ten-week sections had the highest pass rates for Fall 2015 and Spring 2016.
- In Spring 2018, pass rates for the accelerated and 10-week sections were comparable and pass rates for 15-week sections were highest by about 3 percentage points.

Course Pass Rates for FNMT 017: By Term/Acceleration

		# of students	# Pass	% Pass	# Fail	% Fail	# I/W	% I/W
Fall 2015	Accelerated	32	20	62.5%	10	31.3%	2	6.3%
	10 week	247	131	53.0%	90	36.4%	26	10.5%
	15 week	1,783	894	50.1%	658	36.9%	231	13.0%
Spring 2016	Accelerated	25	16	64.0%	9	36.0%	0	0.0%
	10 week	190	99	52.1%	70	36.8%	21	11.1%
	15 week	1,241	612	49.3%	432	34.8%	180	14.5%
Fall 2016	Accelerated	67	57	85.1%	7	10.4%	3	4.5%
	10 week	112	51	45.5%	51	45.5%	10	8.9%
	15 week	817	440	53.9%	265	32.4%	112	13.7%
Spring 2017	Accelerated	77	60	77.9%	15	19.5%	2	2.6%
	10 week	133	84	63.2%	32	24.1%	17	12.8%
	15 week	917	546	59.5%	265	28.9%	106	11.6%
Fall 2017	Accelerated	65	54	83.1%	8	12.3%	3	4.6%
	10 week	115	81	70.4%	30	26.1%	4	3.5%
	15 week	723	459	63.5%	189	26.1%	75	10.4%
Spring 2018	Accelerated	40	24	60.0%	10	25.0%	6	15.0%
	10 week	164	100	61.0%	40	24.4%	24	14.6%
	15 week	876	535	61.1%	252	28.8%	89	10.2%

"Fail" includes F and MP grades.

"Accelerated" = 7-week sections

Percentages may not always equal 100 because of NR grades.

Contextualized sections are not included in analysis.

Source: Academic and Student Success division

- The accelerated sections of FNMT 017 had the highest pass rates for all but one semester. The differences from pass rates for 10- and 15-week sections ranged from 10 to 40 points.
- In Spring 2018, pass rates were comparable across the three types of sections.

Course Pass Rates for FNMT 118: By Term/Acceleration

		# of students	# Pass	% Pass	# Fail	% Fail	# I/W	% I/W
Fall 2015	Accelerated	19	12	63.2%	5	26.3%	2	10.5%
	10 week	315	153	48.6%	109	34.6%	53	16.8%
	15 week	2,362	1077	45.6%	843	35.7%	410	17.4%
Spring 2016	Accelerated	11	7	63.6%	2	18.2%	2	18.2%
	10 week	250	108	43.2%	108	43.2%	34	13.6%
	15 week	1952	904	46.3%	699	35.8%	349	17.9%
Fall 2016	Accelerated	29	18	62.1%	7	24.1%	4	13.8%
	10 week	198	118	59.6%	64	32.3%	16	8.1%
	15 week	1903	999	52.5%	636	33.4%	268	14.1%
Spring 2017	Accelerated	30	22	73.3%	7	23.3%	1	3.3%
	10 week	230	116	50.4%	79	34.3%	35	15.2%
	15 week	1,372	683	49.8%	431	31.4%	238	17.3%
Fall 2017	Accelerated	18	18	100.0%	0	0.0%	0	0.0%
	10 week	160	84	52.5%	57	35.6%	19	11.9%
	15 week	1688	843	49.9%	559	33.1%	286	16.9%
Spring 2018	Accelerated	17	15	88.2%	1	5.9%	1	5.9%
	10 week	233	114	48.9%	85	36.5%	34	14.6%
	15 week	1310	714	54.5%	374	28.5%	222	16.9%

"Pass" = A, AU, B, C; "Fail" = D, F, FS

"Accelerated" = 7-week sections

Percentages may not always equal 100 because of NR grades.

Contextualized sections are not included in analysis.

Source: Academic and Student Success division

- Students in accelerated sections of FNMT 118 has the highest pass rates each semester.
- The lowest pass rate for accelerated sections was 62%, in comparison for the lowest pass rates of 43% for the 10-week sections and 46% for 15-week sections.

V. Contextualized Math Courses

- The Foundational Math department offers contextualized sections of foundational math courses for Health Care Studies students.
 - These sections are mastery-based, utilize ALEKS software from McGraw-Hill, and are structured for spiral learning.
 - These contextualized sections were first offered in Fall 2016.
- Based on outcomes from Fall 2016 and Spring 2017, pass rates for FNMT 017 and 118 for the contextualized sections have been higher than traditional sections of those courses. Contextualized sections of FNMT 116 had lower pass rates than traditional sections.
 - One reason for the unexpectedly low pass rates for the contextualized sections might be due to the implementation of these sections.
 - It has proven challenging to ensure that only Health Care Studies students are enrolled in the contextualized section.
 - The contextualized sections have also been addressing the same topics and using the same exams as the traditional sections.
- Based in part on the limitations of having specially-designated sections of a course, the Foundational Math and the Mathematics faculty are working with faculty in Academic Pathways to determine how best to tailor math courses to the needs of students in those Academic Pathways.
 - These Math courses will be contextualized or tailored for a specific Academic Pathway. These courses will replace the contextualized sections of FNMT 118 and will have a different number from FNMT 118. With a different course number, the focused nature of such courses will be more transparent and should increase the likelihood that only students in that Academic Pathway will be in these courses. Moreover, enrollment in the course will be restricted during the registration process to students in the specific Academic Pathway.
 - A “Math for Health Care” course is being developed. This course will contain topics specifically chosen for Health Care programs, while still meeting the General Education requirement for Mathematics. With the exception of students in the Nursing Program, other health care students usually take FNMT 118 as a terminal mathematics course. FNMT 118 continues as the course better designed for students in other pathways such as the Science and Technology pathway.
 - Discussions for Math courses tailored to Academic Pathways encompassing programs in the Liberal Studies and Business and Technology divisions are underway. A committee of Foundational Math faculty is working with interested faculty in the academic divisions. The group will conduct a needs assessment for Academic Pathways and will then develop materials appropriate for each Academic Pathway.

Enrollments for Foundational Math Courses: Contextualized and Traditional

	Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018	
	Sections	Students	Sections	Students	Sections	Students	Sections	Students	Sections	Students
FNMT 016										
Contextualized	11	210	7	133	11	203	4	76	11	208
Traditional	49	919	48	881	62	1,170	52	953	62	1,148
FNMT 017										
Contextualized	2	40	5	80	6	110	7	118	5	95
Traditional	43	817	51	917	38	723	47	876	40	758
FNMT 118										
Contextualized	2	67	1	33	5	147	2	56	4	116
Traditional	59	1,903	46	1,372	51	1,688	41	1,310	48	1,615

Note: With contextualized sections offered only as 15-week sections, only 15-week sections of traditional sections are included in analysis.
Source: Academic and Student Success division

- Enrollments for contextualized sections of FNMT 016 have remained since steady in Fall semesters.
- For both FNMT 017 and 118, enrollments have increased.

Comparisons in Pass Rates

For many comparisons between contextualized and traditional sections, the relatively low number of students in contextualized sections may skew results and direct comparisons should be made carefully.

Course Pass Rates for FNMT 016: Contextualized and Traditional

		# of students	# Pass	% Pass	# Fail	% Fail	# I/W	% I/W
Fall 2016	Contextualized	210	106	50.5%	93	44.3%	11	5.24%
	Traditional	919	467	50.8%	276	30.0%	108	11.8%
Spring 2017	Contextualized	133	53	39.8%	63	47.4%	17	12.8%
	Traditional	881	457	51.9%	314	35.6%	110	12.5%
Fall 2017	Contextualized	203	109	53.7%	80	39.4%	14	6.9%
	Traditional	1,170	651	55.6%	389	33.2%	130	11.1%
Spring 2018	Contextualized	76	33	43.4%	31	40.8%	12	15.8%
	Traditional	953	534	56.0%	335	35.2%	84	8.8%

Percentages may not always equal 100 because of NR grades.
"Fail" includes F and MP grades.

Source: Academic and Student Success division

- Traditional (i.e., not contextualized) sections of FNMT 016 had similar or higher pass rates than the contextualized sections for each semester.

Course Pass Rates for FNMT 017: Contextualized and Traditional

		# of students	# Pass	% Pass	# Fail	% Fail	# I/W	% I/W
Fall 2016	Contextualized	40	29	72.5%	7	17.5%	4	10.0%
	Traditional	817	440	53.9%	265	32.4%	112	13.7%
Spring 2017	Contextualized	80	56	70.0%	16	20.0%	8	10.0%
	Traditional	917	546	59.5%	265	28.9%	106	11.6%
Fall 2017	Contextualized	110	64	58.2%	37	33.6%	9	8.2%
	Traditional	723	459	63.5%	189	26.1%	75	10.4%
Spring 2018	Contextualized	118	83	70.3%	22	18.6%	13	11.0%
	Traditional	876	535	61.1%	252	28.8%	89	10.2%

Percentages may not always equal 100 because of NR grades.

"Fail" includes F and MP grades.

Source: Academic and Student Success division

- For FNMT 017, students in contextualized sections had higher pass rates in three of the four semesters. The pass rates for FNMT 017 in these semesters were consistent (between 70-73%).
- The traditional section had a higher pass rate in Fall 2017.

Course Pass Rates for FNMT 118: Contextualized and Traditional

		# of students	# Pass	% Pass	# Fail	% Fail	# I/W	% I/W
Fall 2016	Contextualized	67	38	56.7%	22	32.8%	7	10.4%
	Traditional	1,903	999	52.5%	636	33.4%	268	14.1%
Spring 2017	Contextualized	33	17	51.5%	12	36.4%	4	12.1%
	Traditional	1,372	683	49.8%	431	31.4%	238	17.3%
Fall 2017	Contextualized	147	88	59.9%	44	29.9%	15	10.2%
	Traditional	1,688	843	49.9%	559	33.1%	286	16.9%
Spring 2018	Contextualized	56	36	64.3%	8	14.3%	12	21.4%
	Traditional	1,310	714	54.5%	374	28.5%	222	16.9%

Percentages may not always equal 100 because of NR grades.

"Pass" = A, AU, B, C; "Fail" = D, F, FS

Source: Academic and Student Success division

- Contextualized sections had higher pass rates than the traditional sections in each semester for FNMT 118.
- The lowest pass rate for a contextualized section was 52%, while it was 50% for traditional sections.

VI. Recent Adjustments to Placement Testing

- The College changed the placement test from COMPASS to ACCUPLACER in October 2015, ahead of Spring 2016 registration.
- For ACCUPLACER, the Assessment/Testing Center undertook several actions:
 - Conducted standard setting sessions with faculty in key departments to align the proficiency test with course student learning outcomes.
 - Based on these sessions, the unit set preliminary cut-off scores.
 - Students from different courses were invited to take the tests to align test scores with actual performance in courses.
 - Cut-off scores were revised and implemented.
 - The above set of actions occurred first in Summer 2015 in preparation for implementing ACCUPLACER and again in Summer 2018.

English Placements: 2015 and 2017

Placement Level	2015 (COMPASS)	2017 (ACCUPLACER)
Level 2 ENGL 098/099	20.0%	22.0%
Level 3 ENGL 098/108	11.0%	10.0%
Level 4 (non-ALP) ENGL 098 only	7.2%	n/a
Total Developmental Placement	38.2%	32.0%
Level 4*/ALP ENGL 098/101	n/a	8.0%
Level 5 ENGL 101/ 108	16.4%	21.0%
Level 6 ENGL 101	13.1%	12.0%
Total College-Level Placement	29.5%	41.0%

Source: Assessment Center data

- The total percent of students who placed into college-level English increased over 12 percentage points after the adjustments to placement testing were made.

Mathematics Placements: 2015 and 2017

Placement Level	2015 (COMPASS)	2017 (ACCUPLACER)
FNMT 016	67.2%	63.6%
FNMT 016/017	n/a	2.8%
FNMT 017	11.9%	10.5%
Total Developmental Placement	79.1%	77.0%
FNMT 017/118	n/a	0.5%
FNMT 118	9.3%	11.9%
MATH 161	7.4%	7.8%
MATH 162	3.7%	2.6%
MATH 171	0.5%	0.2%
Total College-Level Placement	20.9%	23.0%

Source: Assessment Center data

- The percentage of students who placed into a college-level math course increased by about 2 percentage points after the adjustments to placement testing were made.

For the following two tables, success rates for four groups of students were examined:

- For students who completed their English or Math course in Fall 2015 after placement, they had completed the COMPASS placement test.
- For Fall 2016, placement was via either COMPASS or ACCUPLACER.
- Only results for ACCUPLACER are included for Fall 2017.
- For 2017, “All Students” includes continuing students, students who had completed the COMPASS placement test, repeaters, etc., in addition to those who have completed the ACCUPLACER test.

Pass/Fail Rates for English Courses Based on Placement

Course	Fall 2015 All Students Placement (COMPASS)			Fall 2016 All Students Placement (COMPASS or ACCUPLACER)			Fall 2017 ACCUPLACER Placement Only			Fall 2017 All Students*		
	Fail	Pass	Pass %	Fail	Pass	Pass %	Fail	Pass	Pass %	Fail	Pass	Pass %
ENGL 098	987	1,784	64%	701	1,266	64%	319	681	68%	586	1,199	67%
ENGL 099	455	951	68%	337	795	70%	166	390	69%	312	769	71%
ENGL 101	617	1,783	74%	763	2,033	73%	210	819	80%	586	1,862	76%
ENGL 108	406	982	71%	408	1,171	74%	198	646	77%	349	1,076	75%
Total**	2,465	5,500	69%	2,209	5,265	70%	893	2,536	74%	1,833	4,906	72%

Pass = “P” or C or higher

* All Students” group includes everyone (continuing students, COMPASS-placed students, newly placed ACCUPLACER students, Repeaters, etc.).

**There are multiple pass/fail grades for several students across courses, and, as a consequence, the total number of pass/fail grades is larger than the number of students in each cohort.

Source: Assessment Center data

- The ACCUPLACER-only group had overall higher pass rates than students who had taken a placement exam in the two years previous for most courses. The difference ranged from +1 percentage point (for ENGL 099) to +7 percentage points (for ENGL 101).
- In Fall 2017, students who had completed the ACCUPLACER exam were also more likely to pass their English course than all students in general, with the exception of ENGL 099.

Pass/Fail Rates for Math Courses Based on Placement

Course	Fall 2015 All Students Placement (COMPASS)			Fall 2016 All Students Placement (COMPASS or ACCUPLACER)			Fall 2017 ACCUPLACER Placement Only			Fall 2017 All Students		
	Fail	Pass	Pass %	Fail	Pass	Pass %	Fail	Pass	Pass %	Fail	Pass	Pass %
FNMT 016	315	378	55%	531	804	60%	307	558	65%	556	966	63%
FNMT 017	776	1,049	57%	338	578	63%	56	202	80%	264	658	71%
FNMT 118	1,021	1,272	55%	738	1,181	62%	139	291	68%	662	1,033	61%
MATH 161	221	401	64%	228	405	64%	33	126	79%	153	407	73%
MATH 162	73	233	76%	69	257	79%	5	33	87%	61	243	80%
MATH 171	66	152	70%	66	176	73%	1	10	90%	39	196	83%
Total	2,472	3,485	59%	1,970	3,401	63%	541	1,220	69%	1,735	3,503	69%

* All Students* group includes everyone (continuing students, COMPASS-placed students, newly placed ACCUPLACER students, Repeaters, etc.).

Pass = "P" or C or higher

Source: Assessment Center data

- The group of students who had taken the ACCUPLACER for Fall 2017 had a higher pass rate than all students in the above math courses (regardless of placement method). The difference ranged from +10 percentage point (for FNMT 016) to +23 percentage points (for FNMT 017).
- Among college-level math courses, FNMT 118 had the largest increase from Fall 2015 to Fall 2017 placed-students (+ 13 percentage points).
- That the course pass rates increased could indicate that the placement in Fall 2017 via ACCUPLACER was more accurate.

VII. Alternative/Additional Measures

- The Assessment/Testing Center has reviewed additional assessment measures to determine if any could be used in conjunction with or in place of the ACCUPLACER test.
- High School GPAs
 - Data was collected and examined throughout 2017.
 - For English, students with a high school GPA of 3.5 or higher had a 68% likelihood of passing ENGL 101.
 - As such, students with a high school GPA of 3.5 or higher do not have to take the placement exam and can place directly into ENGL 101.
 - This alternative measure will be implemented in October 2018 for students entering in Spring 2019.
 - For Math, both the high school GPA and the level of math completed were together predictive of success.
 - If a student has a high school GPA of 3.0 or higher and has successfully completed at least Algebra II, they can place directly into FNMT 118.
 - This alternative measure of the combination of GPA and completed math level will be implemented in October 2018 for students entering in Spring 2019.
- Other additional measures were also examined.
 - Non-cognitive variables: The Assessment Testing unit collected data in 2015-16 with a short survey (15 items) of Likert-scale questions examining four non-cognitive variables, based on research by W. Sedlacek. This was not predictive of performance.
 - Grit: Data was collected in 2016-17, using a short 8-item version of the Grit Scale based on work by A. Duckworth. This was also not predictive.

VIII. First-year Experience Courses

A. Information on Courses

As of Fall 2018, faculty at the College have developed three first-year experience courses:

- AH 101: for students in the Health Care Studies program
- FYE 101: for students in the Liberal Arts programs
- BUSL 101: for students in the Business-General and Accounting programs

Students in the above programs are required to complete the course within their first twelve credits. Students in additional programs are able to enroll in FYE 101 and BUSL 101 and some programs (such as Justice) have since started to require a first-year experience course.

While the three courses are tailored for their specific programs and Academic Pathways, they share three common course student learning outcomes:

- Develop an academic plan
- Develop a financial plan
- Develop a transfer/career plan

FYE 101 and AH 101 (in its iteration as a first-year experience course) have been offered since Fall 2016. BUSL 101 was first offered in Fall 2017.

B. Enrollments

Total Enrollments for First-Year Experience Courses: Fall 2016 through Fall 2018

	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Winter 2017	Spring 2018	Summer 2018	Fall 2018	Totals
AH 101									
Sections	16	14	2	20	-	15	5	17	89
Students	553	420	66	670	-	504	90	590	2,893
FYE 101									
Sections	11	9	1	15	-	13	1	15	65
Students	301	185	12	462	-	302	24	463	1,749
BUSL 101									
Sections	-	-	-	11	1	11	4	13	40
Students	-	-	-	360	11	349	89	442	1,251

Source: Academic and Student Success division

- Enrollments in all three first-year experience courses have increased each year they have been offered.

**Enrollments in First-Year Experience Courses and College-wide: By Race/Ethnicity
(Fall 2016 through Summer 2018)**

Race/Ethnicity	Total First-Year Experience Course Enrollments*		% of Fall 2017 College-wide Enrollments	Equity: Access
	#	%		
AH 101				
Asian	169	7.3%	9.5%	-2.2
Black Non-Hispanic	1,200	52.1%	46.1%	6.0
Hispanic	365	15.8%	14.3%	1.5
Other/Unknown	149	6.5%	7.8%	-1.3
White Non-Hispanic	420	18.2%	22.4%	-4.2
Total	2,303	100%		
FYE 101				
Asian	83	6.5%	9.5%	-3.0
Black Non-Hispanic	610	47.4%	46.1%	1.3
Hispanic	205	15.9%	14.3%	1.6
Other/Unknown	152	11.8%	7.8%	4.0
White Non-Hispanic	236	18.4%	22.4%	-4.0
Total	1,286	100%		
BUSL 101				
Asian	84	10.4%	9.5%	0.9
Black Non-Hispanic	405	50.1%	46.1%	4.0
Hispanic	112	13.8%	14.3%	-0.5
Other/Unknown	54	6.7%	7.8%	-1.1
White Non-Hispanic	154	19.0%	22.4%	-3.4
Total	809	100%		

Source: Academic and Student Success division

Pink = underrepresented in first-year experience course

Equity data examines the difference between college-wide and first-year experience course enrollments.

- For the traditionally underserved students (Black Non-Hispanic and Hispanic), they usually made up a higher percentage of the first-year experience course enrollments in comparison to their part of the college-wide enrollments.
- This would indicate that the equity gap is not an issue for those two groups in regards to enrollments in first-year experience courses.

**Enrollments in First-Year Experience Courses and College-wide: By Gender
(Fall 2016 through Summer 2018)**

Gender	Total First-Year Experience Course Enrollments		% of Fall 2017 College-wide Enrollments	Equity: Access
	#	%		
AH 101				
Female	1,871	81.2%	63.0%	18.2
Male	432	18.8%	36.9%	-18.1
Other/Unknown	0	0	0.1%	-.1
Total	2,303	100%		
FYE 101				
Female	662	51.5%	63.0%	-11.5
Male	621	48.3%	36.9%	11.4
Other/Unknown	3	0.2%	0.1%	0.1
Total	1,286	100%		
BUSL 101				
Female	396	48.9%	63.0%	-14.1
Male	412	50.9%	36.9%	14.0
Other/Unknown	1	0.1%	0.1%	0.0
Total	809	100%		

Source: Academic and Student Success division

Pink = underrepresented in first-year experience course

Equity data examines the difference between college-wide and first-year experience course enrollments.

- For FYE 101 and BUSL 101, male students made up a larger percentage of first-year experience course enrollments than for the college-wide enrollment in Fall 2017; male students are typically underrepresented.
- For AH 101, male student enrollment was lower than for college-wide enrollments.

**Enrollments in First-Year Experience Courses and College-wide:
By Full-time/Part-time Status
(Fall 2016 through Summer 2018)**

Full-/Part-time Status	Total First-Year Experience Course Enrollments		% of Fall 2017 College-wide Enrollments	Equity: Access
	#	%		
AH 101				
Full-time	1,244	54.0%	29.4%	24.6
Part-time	1,059	46.0%	70.6%	-24.6
Total	2,303	100%		
FYE 101				
Full-time	735	50.4%	29.4%	21.0
Part-time	551	49.6%	70.6%	-21.0
Total	1,286	100%		
BUSL 101				
Full-time	408	57.2%	29.4%	27.8
Part-time	401	42.8%	70.6%	-27.8
Total	809	100%		

Source: Academic and Student Success division

Pink = underrepresented in first-year experience course

Equity data examines the difference between college-wide and first-year experience course enrollments.

- For each of the first-year courses, part-time students comprised less than half of the course enrollments.
- In contrast, part-time students made up about 70% of college-wide enrollments in Fall 2017.
- However, part-time students typically have lower rates of retention and completion. As such, they might benefit from enrolling in first-year experience courses.

**Enrollments in First-Year Experience Courses and College-wide: By Pell Status
(Fall 2016 through Summer 2018)**

Pell Status	Total First-Year Experience Course Enrollments		% of Fall 2017 College-wide Enrollments*	Equity: Access
	#	%		
AH 101				
Pell Recipients	1,695	73.6%	73%	0.6
Non-Pell Recipients	608	26.4%	27%	-0.6
Total	2,303	100%		
FYE 101				
Pell Recipients	823	64.0%	73%	-9.0
Non-Pell Recipients	463	36.0%	27%	9.0
Total	1,286	100%		
BUSL 101				
Pell Recipients	515	63.7%	73%	-9.3
Non-Pell Recipients	294	36.3%	27%	9.3
Total	809	100%		

Source: Academic and Student Success division

* College Key Facts data

Pink = underrepresented in first-year experience course

Equity data examines the difference between college-wide and first-year experience course enrollments.

- The enrollment of Pell recipients in AH 101 was equal to the Fall 2017 college-wide enrollments.
- For FYE 101 and BUSL 101, Pell recipients were less likely to be enrolled in those first-year experience courses in comparison to college-wide enrollments. The difference was -9 percentage points for both courses. Pell recipients typically have lower rates of retention and completion. As such, they might benefit from enrolling in first-year experience courses.

C. Course Pass Rates

Course Pass Rates for First-Year Experience Courses: By Race/Ethnicity

Race/Ethnicity	Total Grades*	Passing (A,B,C)	Failing (D,F,FS)	IW**
AH 101				
Asian	169	85.8%	11.2%	3.0%
Black Non-Hispanic	1,200	71.6%	16.5%	11.8%
Hispanic	365	77.3%	12.3%	10.4%
Other/Unknown	149	82.6%	10.7%	6.7%
White Non-Hispanic	420	86.2%	6.4%	7.4%
Total	2,303	76.9%	13.2%	9.8%
FYE 101				
Asian	83	75.9%	18.1%	6.0%
Black Non-Hispanic	610	65.1%	24.8%	10.2%
Hispanic	205	70.2%	19.5%	10.2%
Other/Unknown	152	85.5%	11.8%	2.6%
White Non-Hispanic	236	77.1%	15.3%	7.6%
Total	1,286	71.2%	20.2%	8.6%
BUSL 101				
Asian	84	82.1%	9.5%	4.8%
Black Non-Hispanic	405	68.9%	19.0%	8.4%
Hispanic	112	66.1%	12.5%	6.3%
Other/Unknown	54	70.4%	18.5%	5.6%
White Non-Hispanic	154	68.2%	10.4%	7.1%
Total	809	69.8%	15.5%	7.3%

Source: Academic and Student Success division

*Grades from Fall 2016 through Summer 2018.

**BUSL 101 had at least one section that did not report any incompletes and instead had grades designated as "NR."

Pink = pass rate for that sub-group was below the overall average for that course

- For each of the three first-year experience courses, Black Non-Hispanic students had pass rates below the average for that course.
- For FYE 101 and BUSL 101, Hispanic students had lower pass rates than the average for each course.
- White Non-Hispanic students had lower than average pass rates for one course: BUSL 101.
- Black students had the highest withdrawal rate for each course.

Course Pass Rates for First-Year Experience Courses: By Gender

Gender	Total Grades*	Passing (A,B,C)	Failing (D,F,FS)	I/W**
AH 101				
Female	1,871	77.1%	12.8%	10.1%
Male	432	76.2%	15.0%	8.8%
Total	2,303	76.9%	13.2%	9.9%
FYE 101				
Female	662	79.3%	13.7%	6.9%
Male	621	62.5%	27.2%	10.3%
Total	1,286	71.2%	20.2%	8.6%
BUSL 101				
Female	396	74.7%	14.6%	5.3%
Male	412	65.0%	16.3%	9.2%
Total	809	70.0%	15.5%	7.3%

Source: Academic and Student Success division

*Grades from Fall 2016 through Summer 2018.

**BUSL 101 had at least one section that did not report any incompletes and instead had grades designated as "NR."

Other/Unknown students were not included in the pass rate analysis.

Pink = pass rate for that sub-group was below the overall average for that course

- For each of the three first-year experience courses, male students had a lower pass rate than the course average. The difference from the average ranged from less than one point (AH 101) to about 9 points (FYE 101).

Course Pass Rates for First-Year Experience Courses: By Full-/Part-time Status

Full-/Part-time Status	Total Grades*	Passing (A,B,C)	Failing (D,F,FS)	I/W**
AH 101				
Full-time	1,244	77.7%	13.5%	8.8%
Part-time	1,059	76.0%	12.9%	11.0%
Total	2,303	76.9%	13.2%	9.9%
FYE 101				
Full-time	735	71.7%	21.9%	6.4%
Part-time	551	70.6%	18.0%	11.4%
Total	1,286	71.2%	20.2%	8.6%
BUSL 101				
Full-time	408	71.3%	14.7%	7.1%
Part-time	401	68.3%	16.2%	7.5%
Total	809	70.0%	15.5%	7.3%

Source: Academic and Student Success division

*Grades from Fall 2016 through Summer 2018.

**BUSL 101 had at least one section that did not report any incompletes and instead had grades designated as "NR."

Pink = pass rate for that sub-group was below the overall average for that course

- For all three first-year experience courses, the percentage of each sub-group that passed the course was very close to the overall average for that course.
- The difference for full-time and part-time students from the average was less than one percentage point for AH 101 and FYE 101.

- While the difference in pass rates for BUSL 101 was slightly larger, each group was only slightly more than 1 point from the overall average.
- Part-time students had withdrawal rates slightly higher than the average for AH 101 and FYE 101.

Course Pass Rates for First-Year Experience Courses: By Pell Status

Pell Status	Total Grades*	Passing (A,B,C)	Failing (D,F,FS)	I/W**
AH 101				
Pell Recipients	1,695	74.9%	14.6%	10.4%
Non-Pell Recipients	608	82.4%	9.4%	8.2%
Total	2,303	76.9%	13.2%	9.9%
FYE 101				
Pell Recipients	823	68.3%	22.2%	9.5%
Non-Pell Recipients	463	76.5%	16.6%	6.9%
Total	1,286	71.2%	20.2%	8.6%
BUSL 101				
Pell Recipients	515	65.2%	18.8%	9.3%
Non-Pell Recipients	294	77.9%	9.5%	3.7%
Total	809	70.0%	15.5%	7.3%

Source: Academic and Student Success division

*Grades from Fall 2016 through Summer 2018.

**BUSL 101 had at least one section that did not report any incompletes and instead had grades designated as "NR."

Pink = pass rate for that sub-group was below the overall average for that course

- For each course, Pell recipients had lower rates for passing the course. The difference from the course average ranged from 2 to almost 5 percentage points.
- Pell recipients were also more likely to withdraw from each course.

D. Retention Rates: Fall to Spring

**Fall-to-Spring Retention Rates for First-Year Experience Courses
by Race/Ethnicity: Fall 2016 and Fall 2017**

	Fall 2016 Student Retention in Spring 2017			Fall 2017 Student Retention in Spring 2018		
	# of Students in Fall 2016	# Returned in Spring Semester	% Returned in Spring Semester	# of Students in Fall 2017	# Returned in Spring Semester	% Returned in Spring Semester
All FTIC Students						
Black Non-Hispanic	1,916	1,351	70.5%	1,706	1,209	70.9%
Hispanic	678	476	70.2%	695	503	72.4%
Asian/Other/Unknown	674	531	78.8%	564	439	77.8%
White Non-Hispanic	794	634	79.8%	735	566	77.0%
Total	4,062	2,992	73.7%	3,700	2,717	73.4%
All First-Year Experience Courses						
Asian	64	61	95.3%	90	84	93.3%
Black Non-Hispanic	418	350	83.7%	712	591	83.0%
Hispanic	153	139	90.8%	245	208	84.9%
Other/Unknown	42	36	85.7%	129	84	65.1%
White Non-Hispanic	177	167	94.4%	278	242	87.1%
Total	854	753	88.2%	1,454	1,209	83.1%
AH 101						
Asian	39	39	100%	37	35	94.6%
Black Non-Hispanic	283	230	81.3%	335	297	88.7%
Hispanic	99	92	92.9%	116	103	88.8%
Other/Unknown	28	24	85.7%	42	38	90.5%
White Non-Hispanic	104	101	97.1%	124	110	88.7%
Total	553	486	87.9%	654	583	89.1%
FYE 101						
Asian	25	22	88.0%	24	22	91.7%
Black Non-Hispanic	135	120	88.9%	204	158	77.5%
Hispanic	54	47	87.0%	75	65	86.7%
Other/Unknown	14	12	85.7%	63	25	39.7%
White Non-Hispanic	73	66	90.4%	81	70	86.4%
Total	301	267	88.7%	447	340	76.1%

BUSL 101						
Asian	n/a	n/a	n/a	29	27	93.1%
Black Non-Hispanic	n/a	n/a	n/a	173	136	78.6%
Hispanic	n/a	n/a	n/a	54	40	74.1%
Other/Unknown	n/a	n/a	n/a	24	21	87.5%
White Non-Hispanic	n/a	n/a	n/a	73	62	84.9%
Total	n/a	n/a	n/a	353	286	81.0%

"All FTIC Students" is the total first-time in college students for that Fall semester

Sources: Institutional Research ("All FTIC Students" data) and Academic and Student Success division

BUSL 101 was first offered in Fall 2017.

- Students in first-year experience courses had higher retention rates each year than the "All FTIC Students" group.
- Black students had the lowest retention rates from Fall 2016 to Spring 2017 for AH 101, while Hispanic students had the lowest retention rate that year for FYE 101.
- For Fall 2017 to Spring 2018 retention, rates were comparable across all racial/ethnic groups for both AH 101 and FYE 101 (except for Other/Unknown).
- For BUSL 101, retention rates were lower than the course average for Black and Hispanic students.

**Fall-to-Spring Retention Rates for First-Year Experience Courses
by Gender: Fall 2016 and Fall 2017**

	Fall 2016 Student Retention in Spring 2017			Fall 2017 Student Retention in Spring 2018		
	# of Students in Fall 2016	# Returned in Spring Semester	% Returned in Spring Semester	# of Students in Fall 2017	# Returned in Spring Semester	% Returned in Spring Semester
All FTIC Students						
Female	2,258	1,691	74.9%	2,115	1,620	76.6%
Male	1,804	1,301	72.1%	1,585	1,097	69.2%
Total	4,062	2,992	73.7%	3,700	2,717	73.4%
All First-Year Experience Courses						
Female	602	536	89.0%	937	788	84.1%
Male	252	217	86.1%	515	421	81.7%
Total	854	753	88.2%	1,454*	1,209	83.1%
AH 101						
Female	461	408	88.5%	535	481	89.9%
Male	92	78	84.8%	119	102	85.7%
Total	553	486	87.9%	654	583	89.1%
FYE 101						
Female	141	128	90.8%	239	177	74.1%
Male	160	139	86.9%	206	163	79.1%
Total	301	267	88.7%	447*	340	76.1%
BUSL 101						
Female	n/a	n/a	n/a	163	130	79.8%
Male	n/a	n/a	n/a	190	156	82.1%
Total	n/a	n/a	n/a	353	286	81.0%

* In Fall 2017, 2 students in FYE did not indicate a gender.

"All FTIC Students" is the total first-time in college students for that Fall semester

Sources: Institutional Research ("All FTIC Students" data) and Academic and Student Success division

BUSL 101 was first offered in Fall 2017.

- Retention rates for students in a first-year experience course were higher than for the "All FTIC Students."
- For the average across the three courses, male students were retained at a lower rate than female students, but their retention rates were only 1-2 percentage points lower than the average.
- For AH 101 in both years, male students were less likely to return the following Spring than female students.
- For Fall 2016 for FYE 101, male students had a lower retention rate.
- For Fall 2017 to Spring 2018, female students were retained at a lower rate than male students for FYE 101 and BUSL 101.

**Fall-to-Spring Retention Rates for First-Year Experience Courses
by Full-Time/Part-Time: Fall 2016 and Fall 2017**

	Fall 2016 Student Retention in Spring 2017			Fall 2017 Student Retention in Spring 2018		
	# of Students in Fall 2016	# Returned in Spring Semester	% Returned in Spring Semester	# of Students in Fall 2017	# Returned in Spring Semester	% Returned in Spring Semester
All FTIC Students						
Full-time	1,617	1,350	83.5%	1,526	1,283	84.1%
Part-time	2,445	1,642	67.2%	2,174	1,434	66.0%
Total	4,062	2,992	73.7%	3,700	2,717	73.4%
All First-Year Experience Courses						
Full-time	473	449	94.9%	715	680	95.1%
Part-time	381	304	79.8%	739	529	71.6%
Total	854	753	88.2%	1,454	1,209	83.1%
AH 101						
Full-time	306	289	94.4%	316	307	97.2%
Part-time	247	197	79.8%	338	276	81.7%
Total	553	486	87.9%	654	583	89.1%
FYE 101						
Full-time	167	160	95.8%	224	213	95.1%
Part-time	134	107	79.9%	223	127	57.0%
Total	301	267	88.7%	447	340	76.1%
BUSL 101						
Full-time	n/a	n/a	n/a	175	160	91.4%
Part-time	n/a	n/a	n/a	178	126	70.8%
Total	n/a	n/a	n/a	353	286	81.0%

"All FTIC Students" is the total first-time in college students for that Fall semester

Sources: Institutional Research ("All FTIC Students" data) and Academic and Student Success division

BUSL 101 was first offered in Fall 2017.

- In most instances, if a student was enrolled in a first-year experience course in the Fall semester, the likelihood of returning the following Spring was higher than for the "All FTIC Students" group.
- For all groups of students and all first-year experience courses, part-time students had Fall-to-Spring retention rates lower than the average.

**Fall-to-Spring Retention Rates for First-Year Experience Courses
by Pell Status: Fall 2016 and Fall 2017**

	Fall 2016 Student Retention in Spring 2017			Fall 2017 Student Retention in Spring 2018		
	# of Students in Fall 2016	# Returned in Spring Semester	% Returned in Spring Semester	# of Students in Fall 2017	# Returned in Spring Semester	% Returned in Spring Semester
All FTIC Students						
Pell Recipients	2,805	2,139	76.3%	2,654	1,995	75.2%
Non-Pell Recipients	1,257	853	67.9%	1,046	722	69.0%
Total	4,062	2,992	73.7%	3,700	2,717	73.4%
All First-Year Experience Courses						
Pell	636	547	86.0%	985	869	88.2%
Non-Pell	218	206	94.5%	469	340	72.5%
Total	854	753	88.2%	1,454	1,209	83.1%
AH 101						
Pell	415	353	85.1%	481	438	91.1%
Non-Pell	138	133	96.4%	173	145	83.8%
Total	553	486	87.9%	654	583	89.1%
FYE 101						
Pell	221	194	87.8%	267	239	89.5%
Non-Pell	80	73	91.3%	180	101	56.1%
Total	301	267	88.7%	447	340	76.1%
BUSL 101						
Pell	n/a	n/a	n/a	237	192	81.0%
Non-Pell	n/a	n/a	n/a	116	94	81.0%
Total	n/a	n/a	n/a	353	286	81.0%

"All FTIC Students" is the total first-time in college students for that Fall semester

Sources: Institutional Research ("All FTIC Students" data) and Academic and Student Success division

BUSL 101 was first offered in Fall 2017.

- Students in first-year experience courses were retained from Fall to Spring at a higher rate than the "All FTIC Students" group for both years.
- For the Fall 2016 groups of students, Pell recipients had lower rates of retention, while the opposite was true for the Fall 2017 students.

E. Retention Rates: Fall-to-Fall

Fall-to-Fall Retention Rates for First-Year Experience Courses by Race/Ethnicity: Fall 2016

Fall 2016 Student Retention in Fall 2017			
	# of Students in Fall 2016	# Returned in Fall 2017	% Returned in Fall 2017
All FTIC Students			
Black Non-Hispanic	1,916	822	42.9%
Hispanic	678	333	49.1%
Asian/Other/Unknown	674	390	57.9%
White Non-Hispanic	794	446	56.2%
Total	4,062	1,991	49.0%
All First-Year Experience Courses			
Asian	64	53	82.8%
Black Non-Hispanic	418	251	60.0%
Hispanic	153	105	68.6%
Other/Unknown	42	26	61.9%
White Non-Hispanic	177	129	72.9%
Total	854	564	66.0%
AH 101			
Asian	39	31	79.5%
Black Non-Hispanic	283	162	57.2%
Hispanic	99	69	69.7%
Other/Unknown	28	17	60.7%
White Non-Hispanic	104	76	73.1%
Total	553	355	64.2%
FYE 101			
Asian	25	22	88.0%
Black Non-Hispanic	135	89	65.9%
Hispanic	54	36	66.7%
Other/Unknown	14	9	64.3%
White Non-Hispanic	73	53	72.6%
Total	301	209	69.4%

"All FTIC Students" is the total first-time in college students for that Fall semester

Sources: Institutional Research ("All FTIC Students" data) and Academic and Student Success division
BUSL 101 was first offered in Fall 2017 and is therefore not included.

- In comparison to the "All FTIC Students" group, students in a first-year experience courses were more likely to be retained from Fall 2016 to Fall 2017.
- The Fall-to-Fall retention rates for Black students and Other/Unknown students were lower than the average for both AH 101 and FYE 101.
- Hispanic students were also less likely to return than the average for FYE 101.

**Fall-to-Fall Retention Rates for First-Year Experience Courses
by Gender: Fall 2016**

Fall 2016 Student Retention in Fall 2017			
	# of Students in Fall 2016	# Returned in Fall 2017	% Returned in Fall 2017
All FTIC Students			
Female	2,258	1,130	50.0%
Male	1,804	861	47.7%
Total	4,062	1,991	49.0%
All First-Year Experience Courses			
Female	602	403	66.9%
Male	252	161	63.9%
Total	854	564	66.0%
AH 101			
Female	461	297	64.4%
Male	92	58	63.0%
Total	553	355	64.2%
FYE 101			
Female	141	106	75.2%
Male	160	103	64.4%
Total	301	209	69.4%

"All FTIC Students" is the total first-time in college students for that Fall semester
Sources: Institutional Research ("All FTIC Students" data) and Academic and Student Success division
BUSL 101 was first offered in Fall 2017 and is therefore not included.

- Students in first-year experience courses were more likely to return the following Fall semester than students in the general "All FTIC Students" group.
- Male students were retained at a lower rate than female students for all groups. The difference from the average for AH 101 was only about 1 percentage point and for FYE 101 was 5 percentage points.

**Fall-to-Fall Retention Rates for First-Year Experience Courses
Full-Time/Part-Time: Fall 2016**

	Fall 2016 Student Retention in Fall 2017		
	# of Students in Fall 2016	# Returned in Fall 2017	% Returned in Fall 2017
All FTIC Students			
Full-time	1,617	946	58.5%
Part-time	2,445	1,045	42.8%
Total	4,062	1,991	49.0%
All First-Year Experience Courses			
Full-time	473	359	75.9%
Part-time	381	205	53.8%
Total	854	564	66.0%
AH 101			
Full-time	306	223	72.9%
Part-time	247	132	53.4%
Total	553	355	64.2%
FYE 101			
Full-time	167	136	81.4%
Part-time	134	73	54.5%
Total	301	209	69.4%

"All FTIC Students" is the total first-time in college students for that Fall semester

Sources: Institutional Research ("All FTIC Students" data) and Academic and Student Success division

BUSL 101 was first offered in Fall 2017 and is therefore not included.

- The Fall-to-Fall retention rate was higher for students in first-year experience courses than for the "All FTIC Students" group.
- Part-time students were retained at a lower rate than full-time students for all groups.
- The retention rates for part-time students were comparable across AH 101 and FYE 101.

**Fall-to-Fall Retention Rates for First-Year Experience Courses
Pell Status: Fall 2016**

	Fall 2016 Student Retention in Fall 2017		
	# of Students in Fall 2016	# Returned in Fall 2017	% Returned in Fall 2017
All FTIC Students			
Pell Recipients	2,805	1,413	50.4%
Non-Pell Recipients	1,257	578	46.0%
Total	4,062	1,991	49.0%
All First-Year Experience Courses			
Pell Recipients	636	371	58.3%
Non-Pell Recipients	218	193	88.5%
Total	854	564	66.0%
AH 101			
Pell Recipients	415	242	58.3%
Non-Pell Recipients	138	113	81.9%
Total	553	355	64.2%
FYE 101			
Pell Recipients	221	129	58.4%
Non-Pell Recipients	80	80	100%
Total	301	209	69.4%

"All FTIC Students" is the total first-time in college students for that Fall semester

Sources: Institutional Research ("All FTIC Students" data) and Academic and Student Success division
BUSL 101 was first offered in Fall 2017 and is therefore not included.

- For Fall-to-Fall retention, students in first-year experience courses were more likely to be retained than the general "All FTIC Students," regardless of Pell status.
- Pell recipients were retained at a lower rate than Non-Pell recipients for both first-year experience courses (58% for both courses).