

El Camino College
First Year Experience Program Outcomes
Fall 2008-Fall 2010

Introduction

The First Year Experience (FYE) program is designed to assist and prepare first year college students to be academically successful. These goals are achieved by providing support services such as early registration, orientation, counseling, learning community courses, faculty, staff, and peer mentoring and field trips to four year universities. This program is open to all first year college students who are either transitioning from high school or returning to college after being in the workforce.

The purpose of this study is to track First Year Experience (FYE) participants from their initial participation term to compare successful progress through linked courses, enrollment persistence rates, and goal achievement over time. Students were tracked by cohort to determine numbers and rates of persistence from Fall 2008 through Fall 2010.

Methodology

Students in the FYE program were divided into three cohorts based on the academic year they started the program. Each cohort was compared to a control group of similar students (first year, full-time students enrolled in comparable English courses who did not receive any additional comprehensive services other than instruction in the classroom). A comprehensive analysis was conducted on each of the FYE cohorts.

The following is a summary of the demographic and enrollment characteristics of FYE and control group students in each of the three cohorts.

FYE Cohort

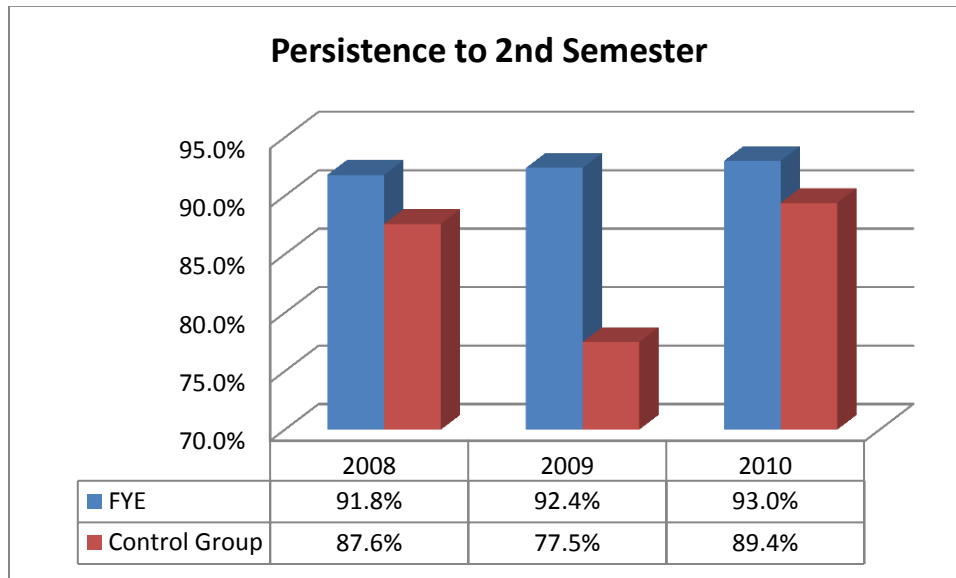
Category	Characteristic	Fall 2008 Cohort		Fall 2009 Cohort		Fall 2010 Cohort	
		n	%	n	%	n	%
All Students		232	100%	224	100%	270	100%
Gender	Female	122	52.6%	117	52.2%	141	52.2%
	Male	110	47.4%	107	47.8%	129	47.8%
Ethnicity	African-American	19	8.2%	20	8.9%	19	7.0%
	Amer. Ind or Alaska Nat.	2	0.9%	2	0.9%	0	0.0%
	Asian/Pacific Islander	39	16.7%	31	13.9%	31	11.5%
	Latino	121	52.2%	110	49.1%	176	65.2%
	White	29	12.5%	35	15.6%	33	12.2%
	Two or more races	0	0.0%	16	7.1%	10	3.7%
	Unknown or Declined	22	9.5%	10	4.5%	1	0.4%
Educational Goals	Basic Skills/GED	7	3.0%	7	3.1%	16	5.9%
	Degree/Certif. Only	3	1.3%	3	1.3%	3	1.1%
	Enrichment	5	2.2%	5	2.2%	4	1.5%
	Intend to Transfer	75	32.3%	70	31.3%	78	28.9%
	Retrain/recertif.	2	0.9%	5	2.2%	2	0.7%
	Undecided	38	16.4%	33	14.7%	57	21.1%
	Unknown	102	44.0%	101	45.1%	110	40.7%
Unit Load	Average	12.94		12.89		13.99	
GPA	Average	2.70		2.99		2.87	
Persistence Rates	2nd Semester	213	91.8%	207	92.4%	251	93.0%
	3rd Semester	190	81.9%	182	81.3%		
	4th Semester	166	71.6%	163	72.8%		

Control Group

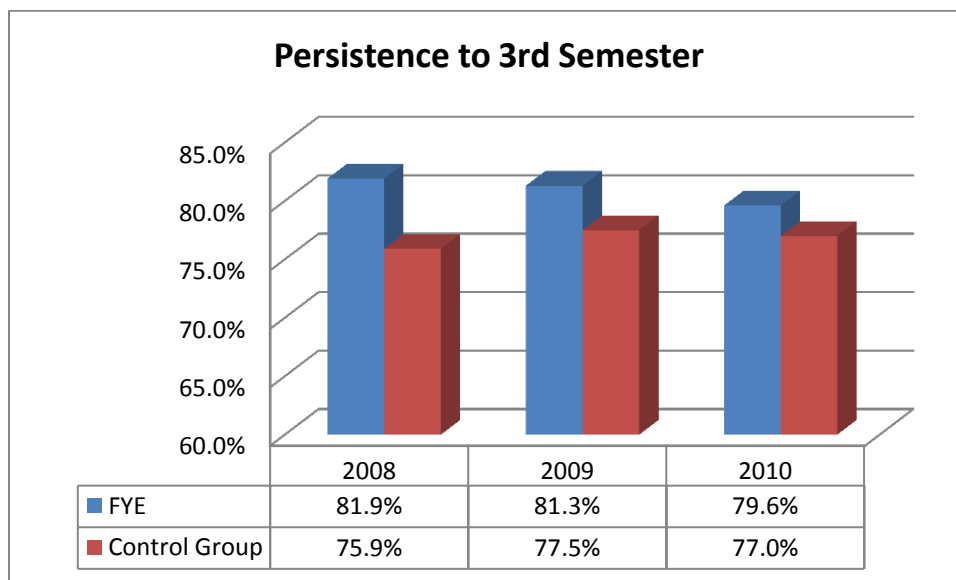
Category	Characteristic	Fall 2008 Cohort		Fall 2009 Cohort		Fall 2010 Cohort	
		n	%	n	%	n	%
All Students		948	100%	1100	100%	971	100%
Gender	Female	422	44.5%	529	48.1%	444	45.7%
	Male	526	55.5%	571	51.9%	526	54.2%
Ethnicity	African-American	160	16.9%	127	11.5%	115	11.8%
	Amer. Ind or Alaska Nat.	6	0.6%	2	0.2%	2	0.2%
	Asian/Pacific Islander	181	19.1%	164	15.0%	192	19.8%
	Latino	360	38.0%	469	42.6%	430	44.3%
	White	179	18.9%	253	23.0%	176	18.1%
	Two or more races	0	0.0%	64	5.8%	53	5.5%
	Unknown or Declined	62	6.5%	21	1.9%	3	0.3%
Educational Goals	Basic Skills/GED	15	1.6%	29	2.6%	37	3.8%
	Degree/Certif. Only	12	1.3%	11	1.0%	10	1.0%
	Enrichment	14	1.5%	8	0.7%	7	0.7%
	Intend to Transfer	366	38.6%	292	26.5%	280	28.8%
	Retrain/recertif.	14	1.5%	12	1.1%	4	0.4%
	Undecided	122	12.9%	117	10.6%	80	8.2%
	Unknown	405	42.7%	631	57.4%	553	57.0%
Unit Load	Average	13.49		13.87		13.23	
GPA	Average	2.35		2.55		2.61	
Persistence Rates	2nd Semester	830	87.6%	997	90.6%	868	89.4%
	3rd Semester	720	75.9%	853	77.5%		
	4th Semester	637	67.2%	781	71.0%		

Persistence

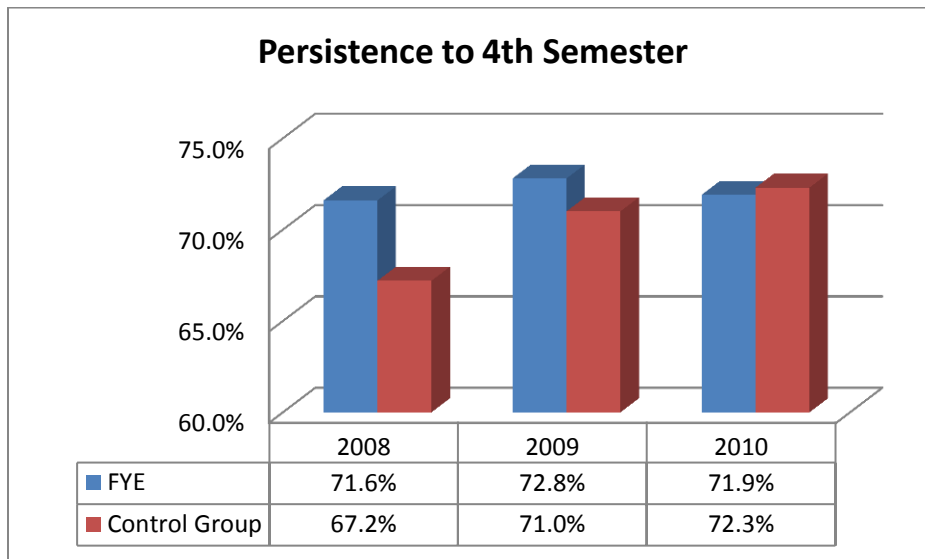
Overall, FYE students demonstrate high persistence rates. On average, FYE students persist to their 2nd semester at a rate of 92%. This is 7 percentage points higher than the control groups' persistence rate of 85%.



The 3rd semester persistence rates for the FYE cohorts remained stable from year to year. FYE students had an average 3rd semester persistence rate of 81%. On the other hand, the control group had an average persistence rate of 76%.



The 2008 FYE cohort had a 4th semester persistence rate of 72%, 5 percentage point higher than the control groups' rate of 67%. In 2010, both the FYE and control groups had a persistence rate is 72%

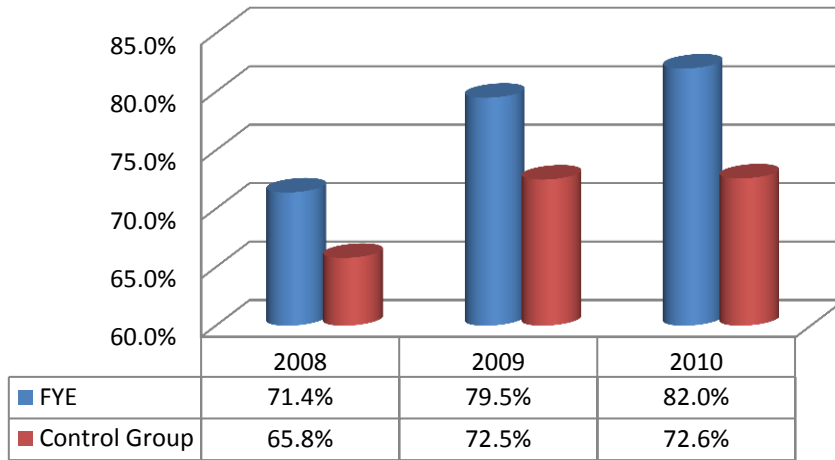


Success and Retention

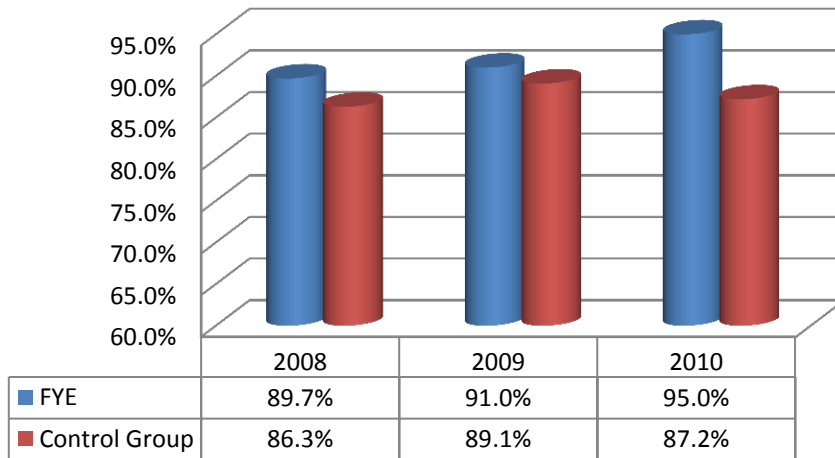
Student academic performance was measured in two ways: student *retention* (completing a course, regardless of final grade) and *success* (completing a course with a C/CR or better).

During their first term in the program, FYE students were retained at an average rate of about 92%. Students in the control groups were retained at a rate of 88%. Term success rates have been steadily increasing for the FYE cohorts. FYE students had a 78% success rate which is 8 points higher than the control groups' rate of 70%.

Overall Success Rates

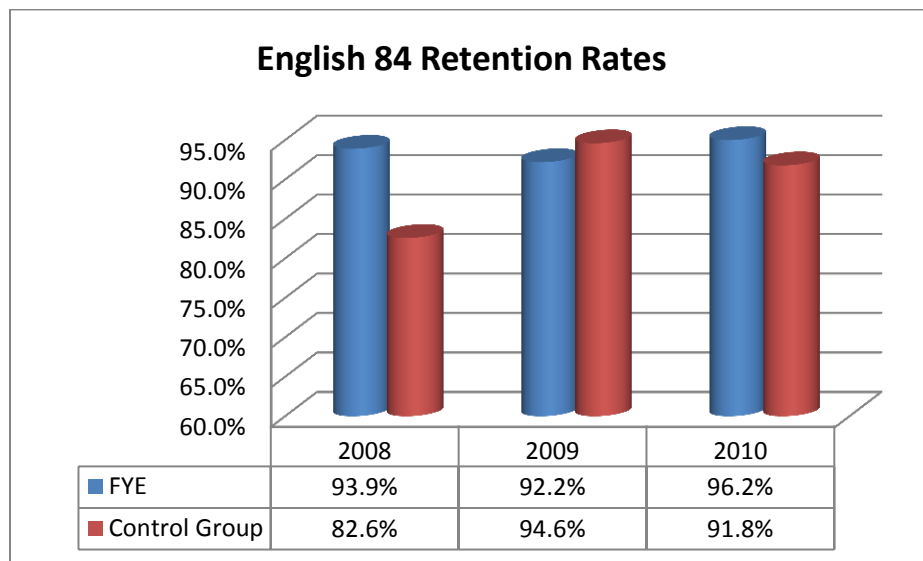
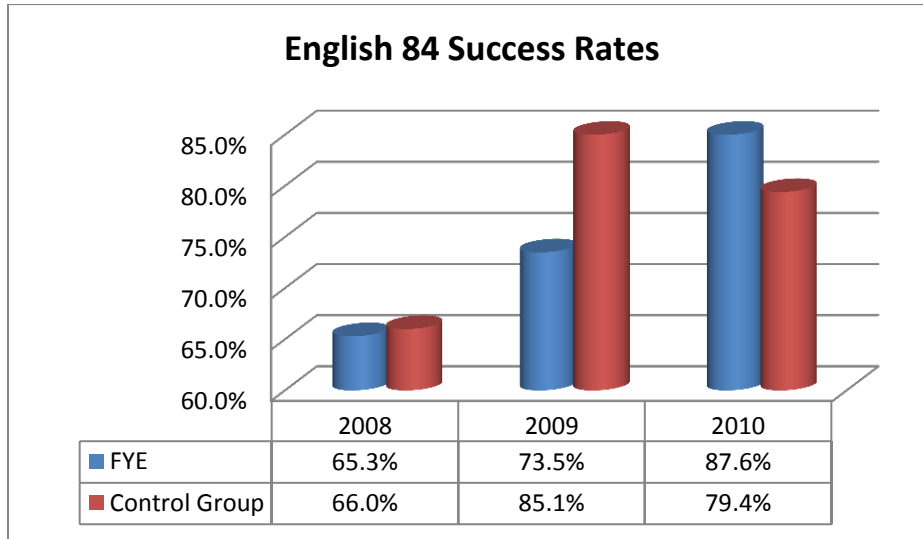


Overall Retention Rates



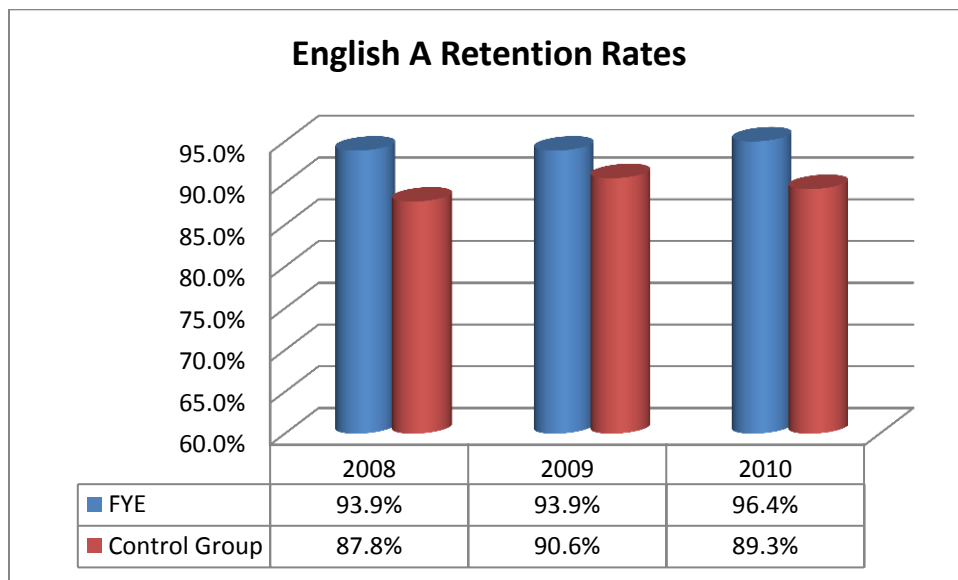
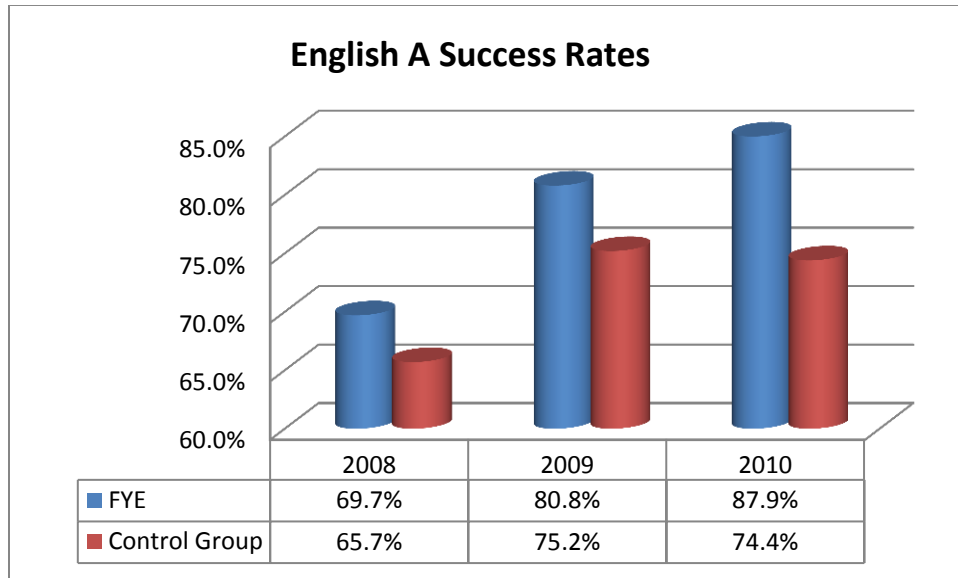
When examining reading courses (English 84), the FYE cohorts demonstrated a high retention rate of 94%. Students in the control group were retained in their reading courses at a rate of 89%.

Success rates for the FYE cohorts in reading courses increased significantly from 65% for the 2008 cohort to 87% for the 2010 cohort. This increase is the result of the introduction of an accelerated 8-week course format in fall 2010. The control group had an average success rate of 77% in reading courses.



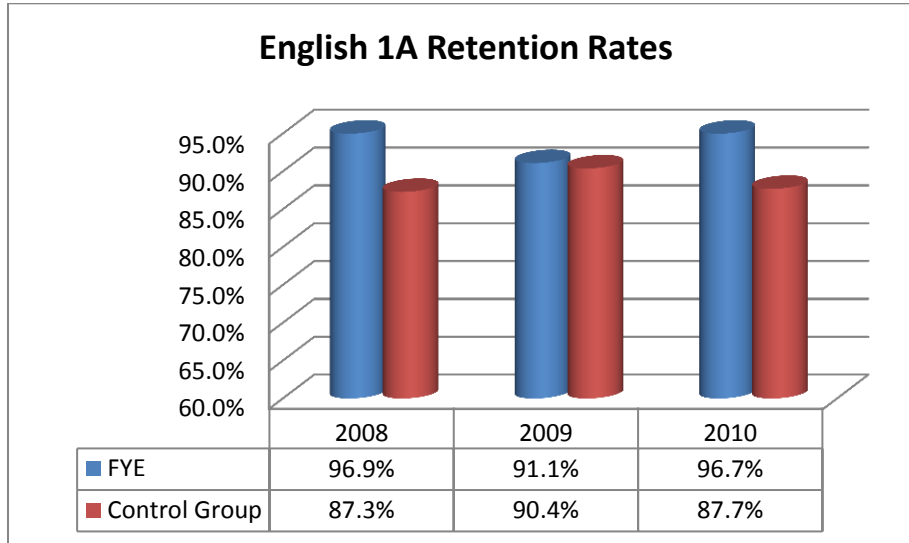
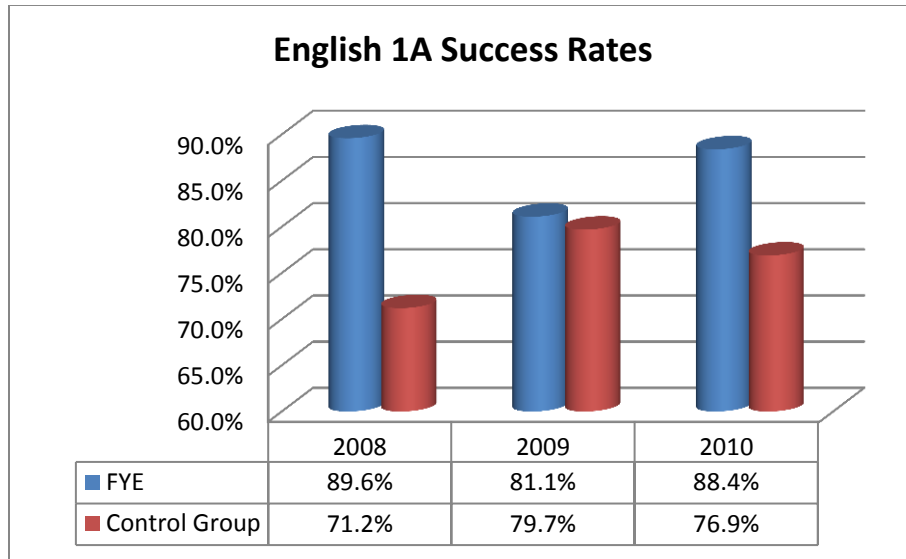
Similar patterns were found with the success and retention rates in writing courses (English A). The FYE cohorts had an average retention rate of 95%, 6 percentage points higher than their control groups rate of 89%.

Success rates in writing courses for the FYE cohort increased from 70% for the 2008 cohort to 88% for the 2010 cohort. The control group had an average success rate 72% in writing courses.



FYE students who took college level English (English 1A) demonstrate high success and retention rates. Students in the FYE cohort were retained at an average rate of 95%, 7 percentage points higher than the control groups' retention rate of 88%.

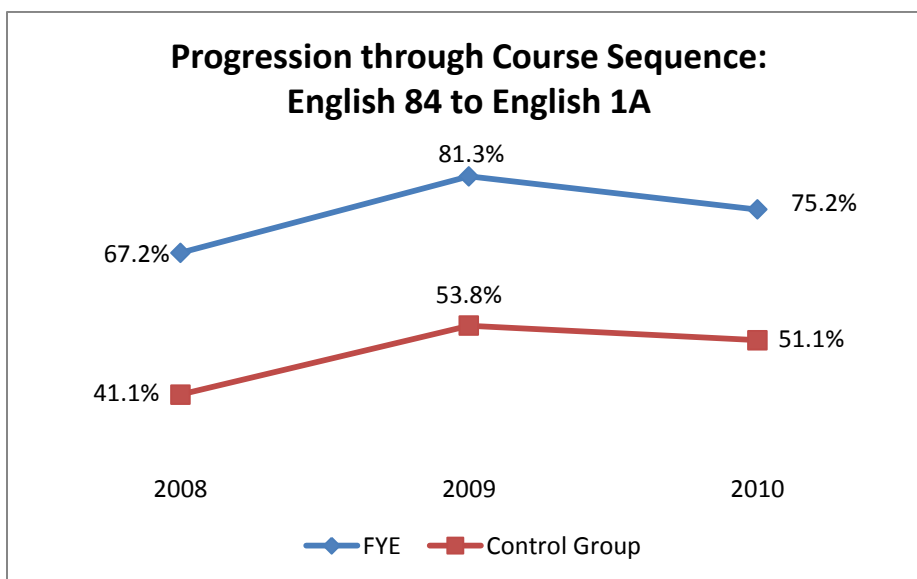
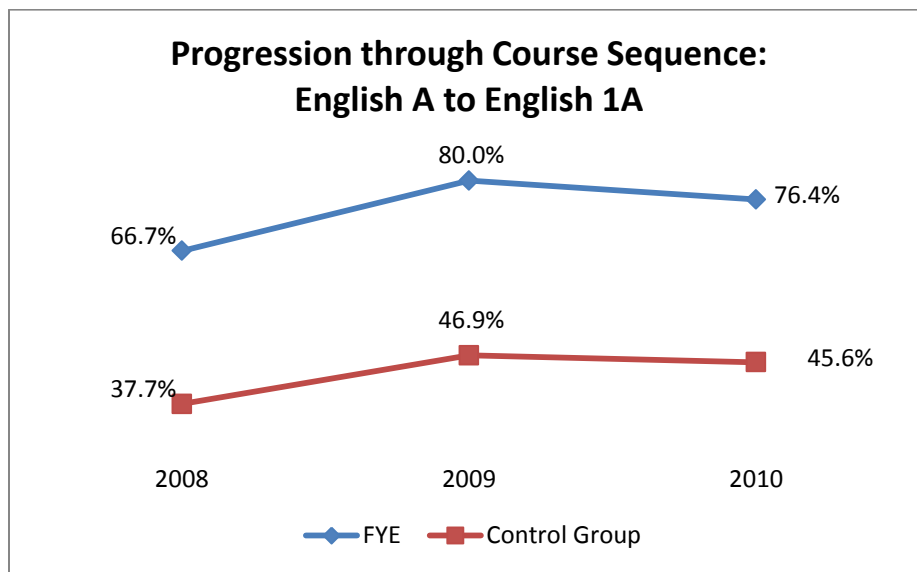
The average success rates for FYE cohorts in college level English is 86%, 10 percentage points higher than the control groups' success rate of 76%.

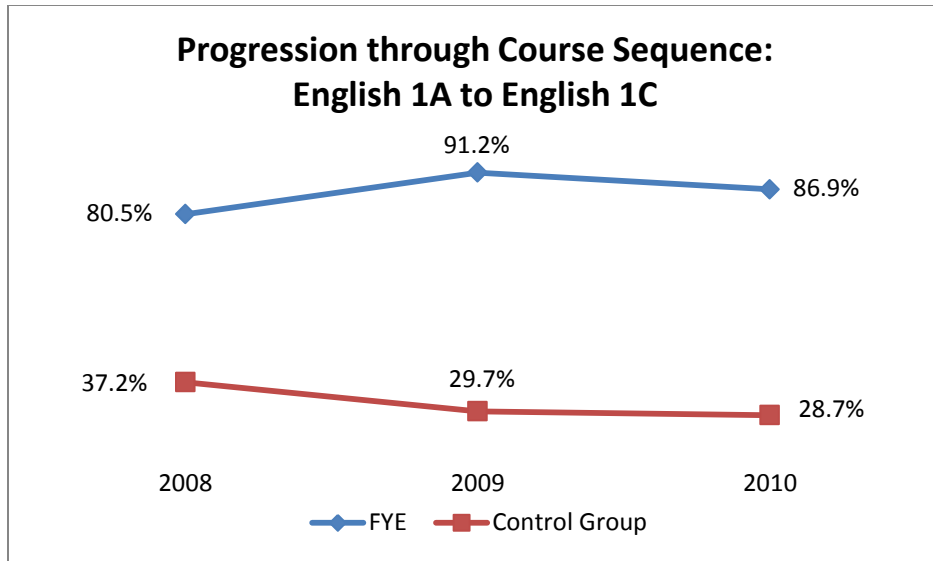


Progression through Course Sequence

A student who progresses through a course sequence is one who successfully completed an English course in the fall and went on to be successful in the next course in the English sequence the following spring. For all of the English course sequences, FYE students outperformed their respective comparison groups.

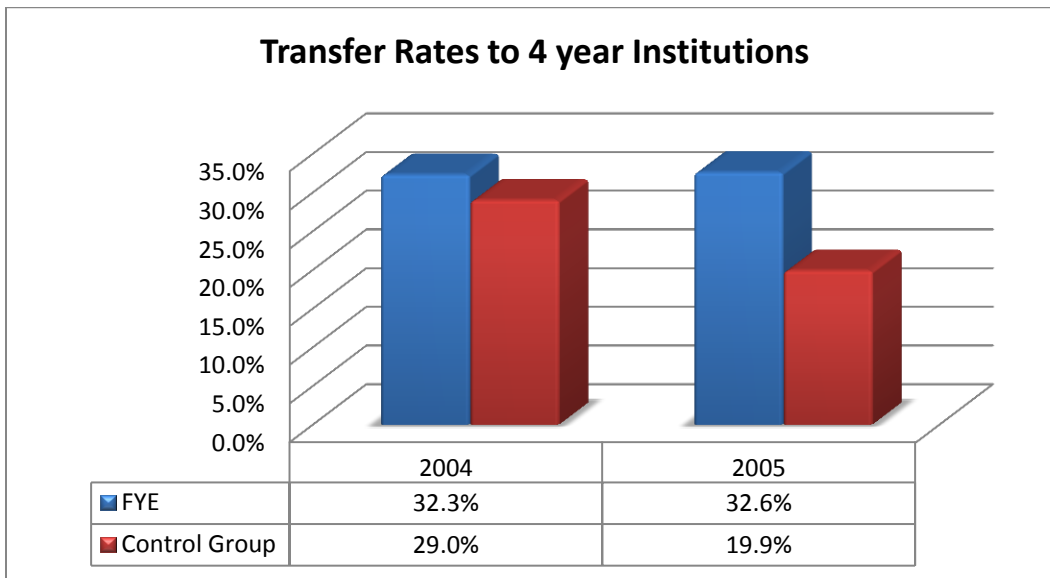
Seventy-four percent of FYE students successfully completed English A and English 1A while 43% of the control group completed the sequence. For English 84 and 1A, 75% of FYE students completed the sequence as opposed to 49% of their control group. For English 1A to English 1C, 86% of FYE students were successful in this course sequence while only 32% of the control group completed the sequence.



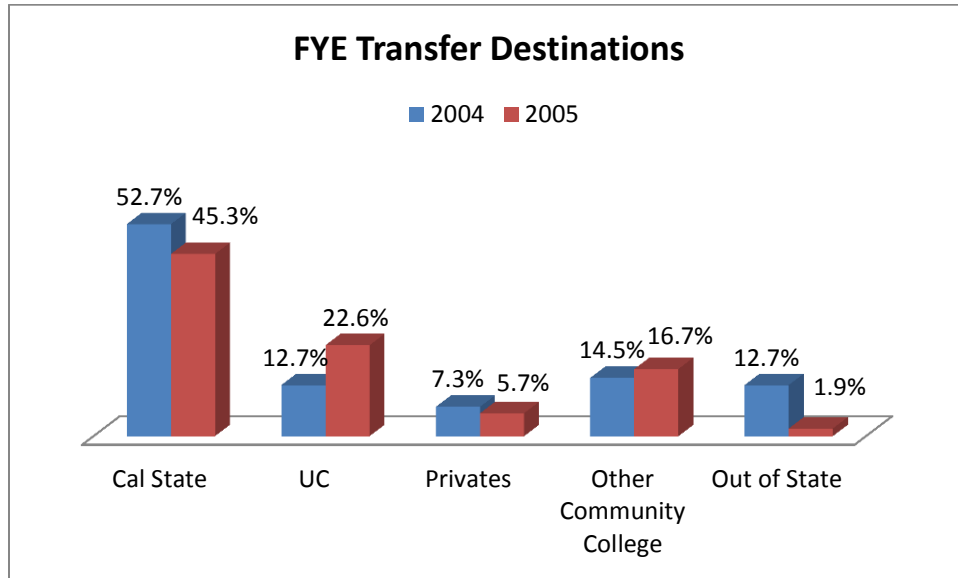


Transfer Rates and Destinations

Transfer rates into 4 year institutions have been stable for the 2004 (n = 133) and 2005 (n = 135) FYE cohorts. Both FYE cohort groups had a transfer rate of 32%, close to 7 percentage points higher than comparison group average transfer rate of 25%.

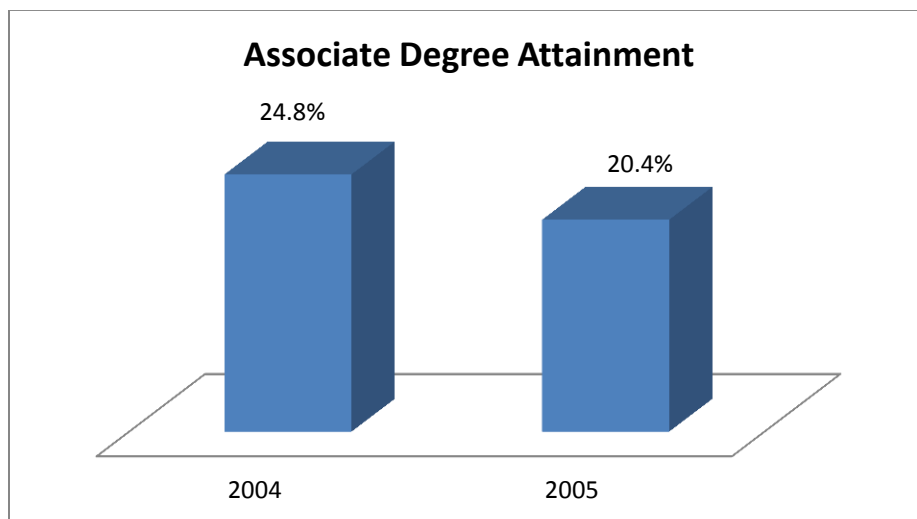


Of those FYE students who transferred, the majority attended a California State University. On average, nearly half of FYE students enrolled at Cal State while close to 18% went on to an institution from the University of California system. There was an increase in the percentage of students who enrolled at a UC campus for the 2005 FYE cohort. This may be a reflection of the local service area enforced in the Cal State system. Students who would enroll at local Cal State are being turned away and are enrolling at a UC institution instead.



Associate Degree Attainment

A small percentage of FYE students earned either an Associate of Arts or Associate of Science degree. Looking at degree attainment up to the 2009-2010 academic year, 25% of the 2004 FYE cohort earned an Associate's degree while 2005 FYE cohort had a slightly lower rate of 20%.



Conclusion

Overall, students in the FYE program performed better in all measures when compared to groups of similar students. The FYE cohorts demonstrate high persistence rates and healthy success and retention rates while in the program. FYE students also outperform their comparison group in progression through the English course sequence. Transfer rates for FYE students have remained unchanged for the 2004 and 2005 FYE cohorts and are higher than their respective comparison groups.