

First Year Experience (FYE) at CRC

FYE

- ▶ An initiative that provides first-time college students intensive support and guidance throughout their first year in college
- ▶ Faculty and staff will help students find the right classes for major and intended path
- ▶ Two-week Summer Experience - Highly interactive math and English skill workshops
- ▶ College Skills workshops lead by FYE faculty and staff
- ▶ Assistance/encouragement with joining other student service groups
- ▶ Monthly meetings (varied times)



WHAT WE LEARNED FROM FYE

- ▶ Students overwhelmingly benefit from a comprehensive summer component that includes faculty and staff
- ▶ Creates a community or cohort for students
- ▶ Familiarity with class registration and matriculation process
- ▶ Familiarity with the campus and key locations
- ▶ Begins the acclimation to “college-going culture”

FYE students have higher GPA's, persistence rates, and successfully complete more units than students who do not take part in FYE



ENGLISH & MATHEMATICS FACULTY PERSPECTIVES

- ▶ Cross-disciplinary collaboration to create “holistic pedagogy”
- ▶ GPA-based placement reinforced with faculty observations
- ▶ Anecdotal evidence of success
- ▶ Familiarizes students with faculty, campus & resource
- ▶ Builds confidence and support network
- ▶ Clearly communicate expectations of college coursework

Impact of the First Year Experience Program at CRC

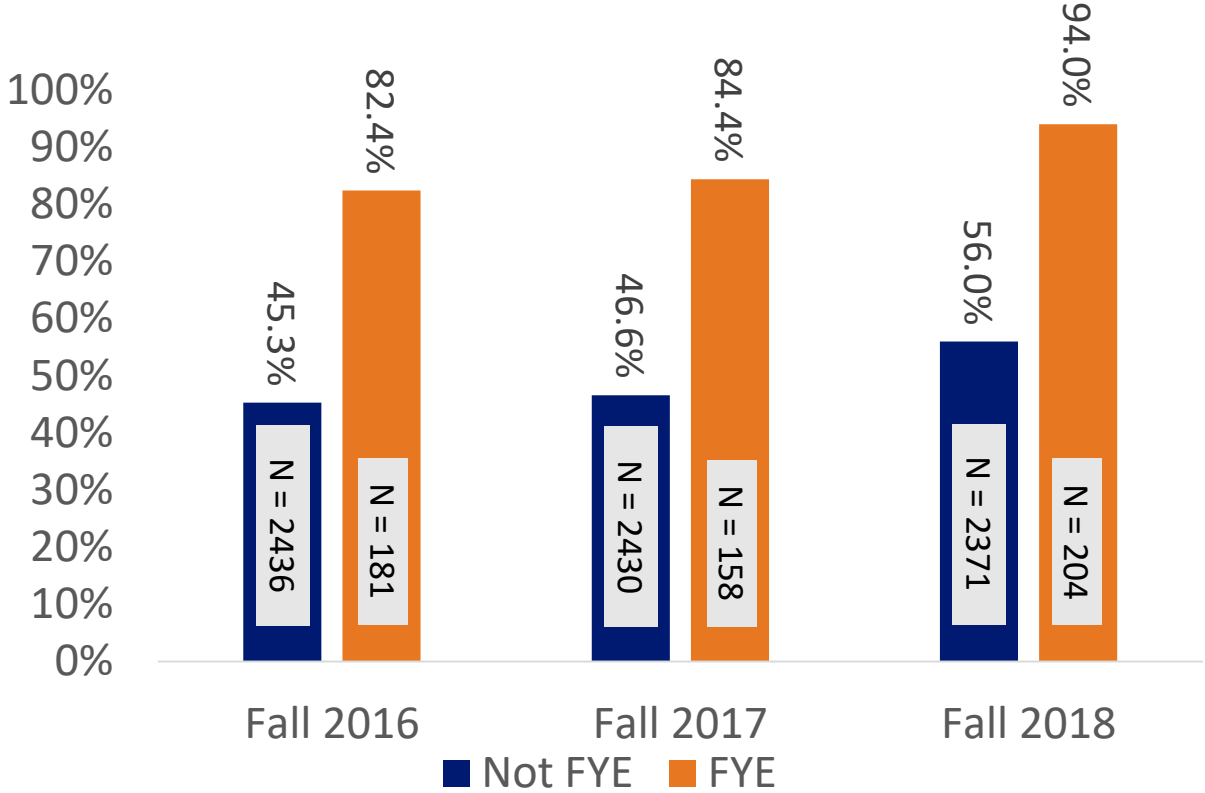
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Early Momentum Leads to Completion

- Findings from the Community College Research Center (CCRC):
 - *Credit Momentum* - Students who take more units in their first year are more likely to complete (15 vs. 12 units first term; Tennessee, Belfield, Jenkins, and Lahr, 2016).
 - *Gateway Momentum* - Students who complete transfer level math and/or English in their first year are more likely to complete (Denley, 2016).
- Research at our college has reproduced these findings. For recent high school grads:
 - Students who attempt more units in their first term are more likely to complete.
 - Students who complete transfer-level English/math in their first term are more likely to complete.

Full-Time Enrollment Rates in the 1st Term for Recent High School Graduates

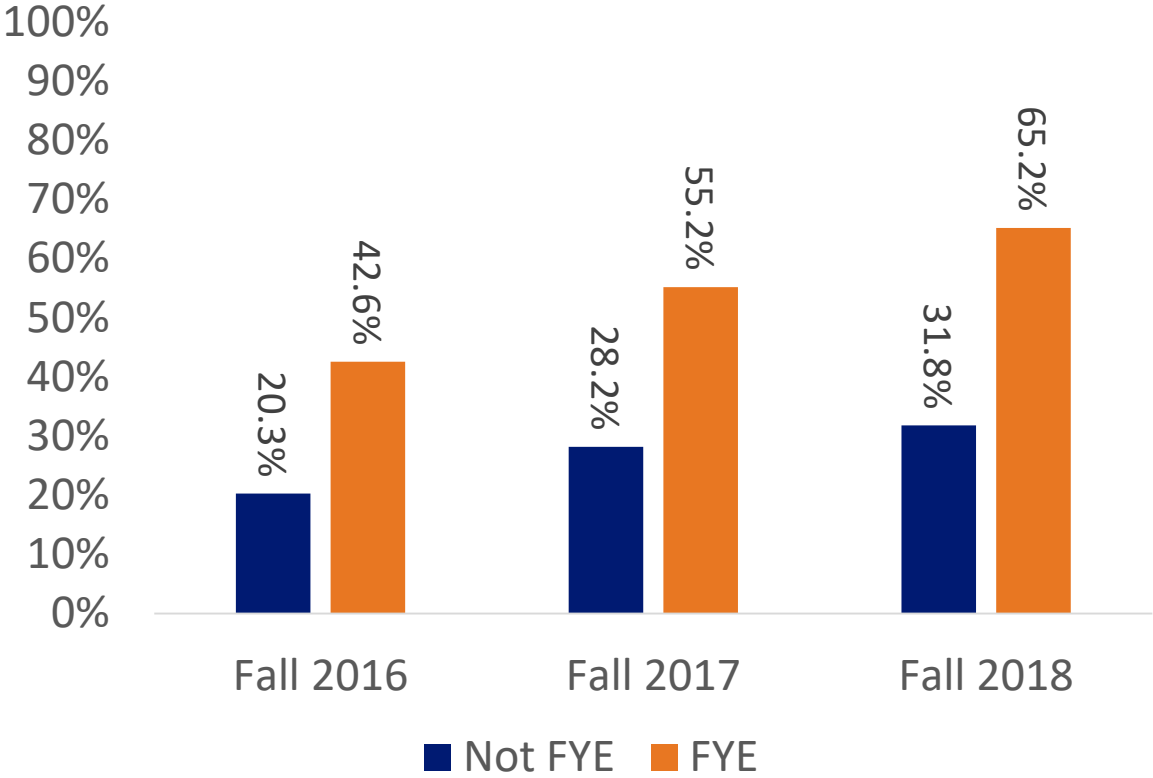


Equity Gaps Were Reduced for Some Student Groups (Fall 2018 data):

Demographics	Non FYE	FYE
African American	-10.9%	+6.0%
Latinx	-1.1%	+0.8%
First Generation	-4.9%	+2.3%

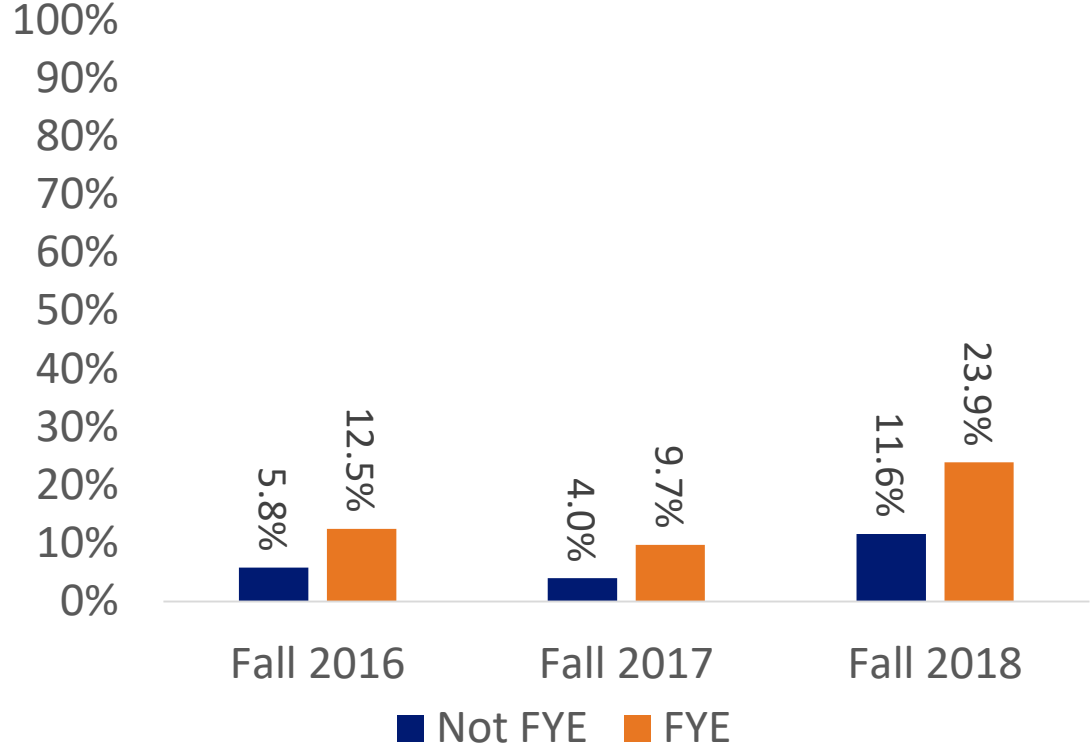
1st Term Transfer-Level English Completion Rates for Recent High School Graduates

Equity Gaps Were Reduced for Some Student Groups (Fall 2018 data):



Demographics	Not FYE	FYE
Latinx	-1.8%	+1.0%
First Generation	-4.1%	-2.2%

1st Term Transfer-Level Math Completion Rates for Recent High School Graduates

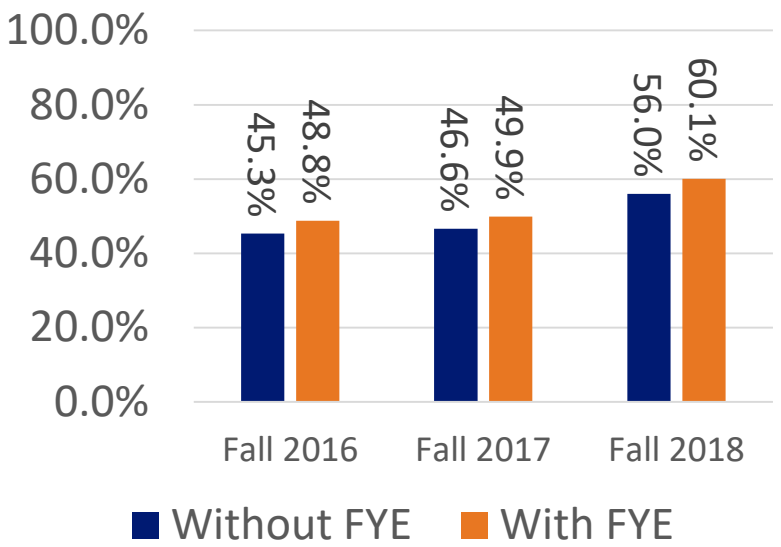


Equity Gaps Were Reduced for Some Student Groups (Fall 2018 data):

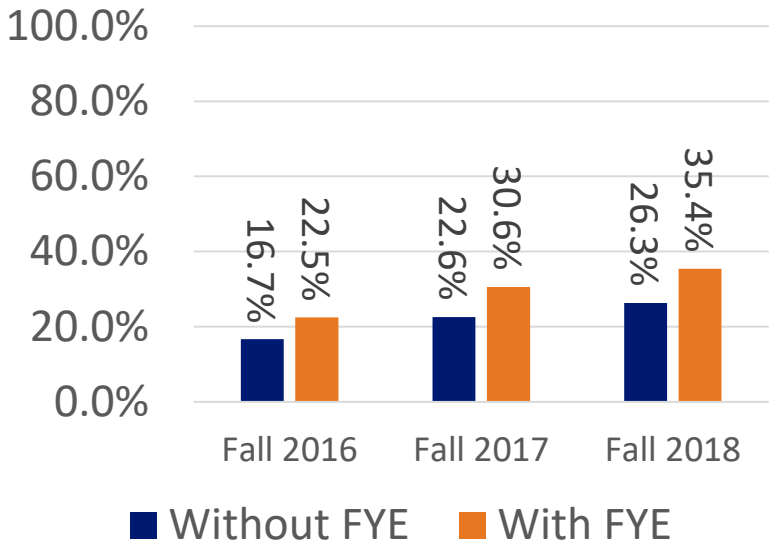
Demographics	Non FYE	FYE
African American	-2.4%	-0.4%
Latinx	-2.7%	+0.8%
First Generation	-2.7%	+2.0%

Has FYE helped to change 1st term enrollment and transfer-level math/English completion rates for recent high school grads collegewide?

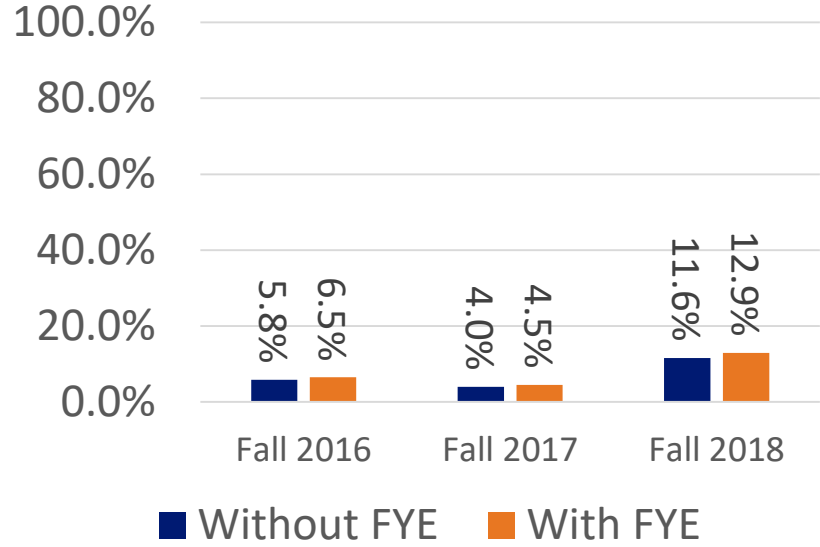
Full-Time Enrollment Rates



Transfer-Level English Completion Rates



Transfer-Level Math Completion Rates



Summary of Findings

- Students in the FYE program have higher full-time enrollment and transfer-level completion rates.
 - No difference in GPAs for FYE students.
 - http://crc.losrios.edu/files/ie/Evaluation_of_First_Year_Experience.pdf
- The FYE program reduces equity gaps for some student groups.
- FYE has helped move the needle on various first term momentum indicators.
- FYE may result in higher completion rates for students long term.