



# **DATA & OUTCOMES**

2017/18



First-Year Promise gives qualified incoming students the opportunity to attend College of the Canyons tuition- and fee-free for their first fall and spring semesters. The program is exclusively for first-time, full-time enrolled freshmen who have applied to and been accepted into the First-Year Promise Program.

#### Just the Facts

- 494 Students applied to the program
- 350 met the minimum qualifications to the program and were invited to participate
- 294 joined the program and enrolled in the Counseling 150 course in the summer 2017 term
- Over 500 people came to the June Orientation day
- There are 262 students who continued in the program for the fall 2017 term

#### What are the benefits?

- The students does not pay student enrollment fees, student health fee, student support fee, student representation fee, or the student center fee.
- The student can choose between a free parking pass or monthly bus passes.
- The student gets a \$100 book voucher each semester.
- The student has access to a Counselor weekly.
- A student education plan built to finish in 2 years
- Multiple services to ensure their success.

#### What is required of the student?

- Complete all the matriculation steps prior to applying for the FYP program.
- Complete the FYP Application, including an essay on why they want to be part of the program.
- Sign the contract to be part of the FYP program.
- Enroll, attend all sessions, and pass Counseling 150 course in summer 2017.
- Enroll in a math, English, FYE 100, and Counseling 110 course in the fall term.
- Maintain a 2.0 GPA and stay in good standing
- Attend office hours, TLC, and participate in any FYP events.

#### What is going to happen next year?

- We will be inviting the current FYP students to be mentors to the new class of FYP students.
- We will be admitting at least 350 students to start the new cohort of FYP in summer 2018.
- We have a committee of faculty working on the delivery of the FYE 100 and Counseling 110 curriculum, the facets of the program, and the success of the students.
- We have dedicated resources throughout the campus to ensure the student's success.

## First Year Promise Program (FYP) Student Profile Fall 2017

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At the request of the school of First Year Promise program coordinators, the Office of Institutional Research, Planning and Institutional Effectiveness compiled demographic and enrollment information for students participating in the First Year Promise (FYP) program in the first term that it was implemented (fall 2017). The FYP program gives qualified incoming students the opportunity to attend College of the Canyons tuition and fee free for their first fall and spring semesters. The program is exclusively for first-time, full-time enrolled freshmen who have applied to and been accepted into the FYP program. The purpose of this analysis is to examine a profile of students who are benefiting from this program that helps reduce the financial burden of attending college.

Program requirements for FYP include the following:

- California residency or AB540<sup>1</sup> eligibility.
- Graduate from William S. Hart Union High School District or a neighboring high school district in Spring 2017.
- Enrollment in fall 2017 and spring 2018 First Year Experience courses (e.g. Counseling 150) and maintain at least 12 units of courses during those terms.
- Maintain good academic standing.
- Meet with FYP coordinators if GPA drops below 2.25.
- Participate in all program elements, such as supplemental instruction, faculty mentoring, etc.

## Method

To conduct the analyses, data on student demographics were obtained to identify FYP students from Informer reports. These data were merged with apportionment enrollment files for fall 2017 and program history files to obtain information on enrollment patterns (units, majors, courses etc.).

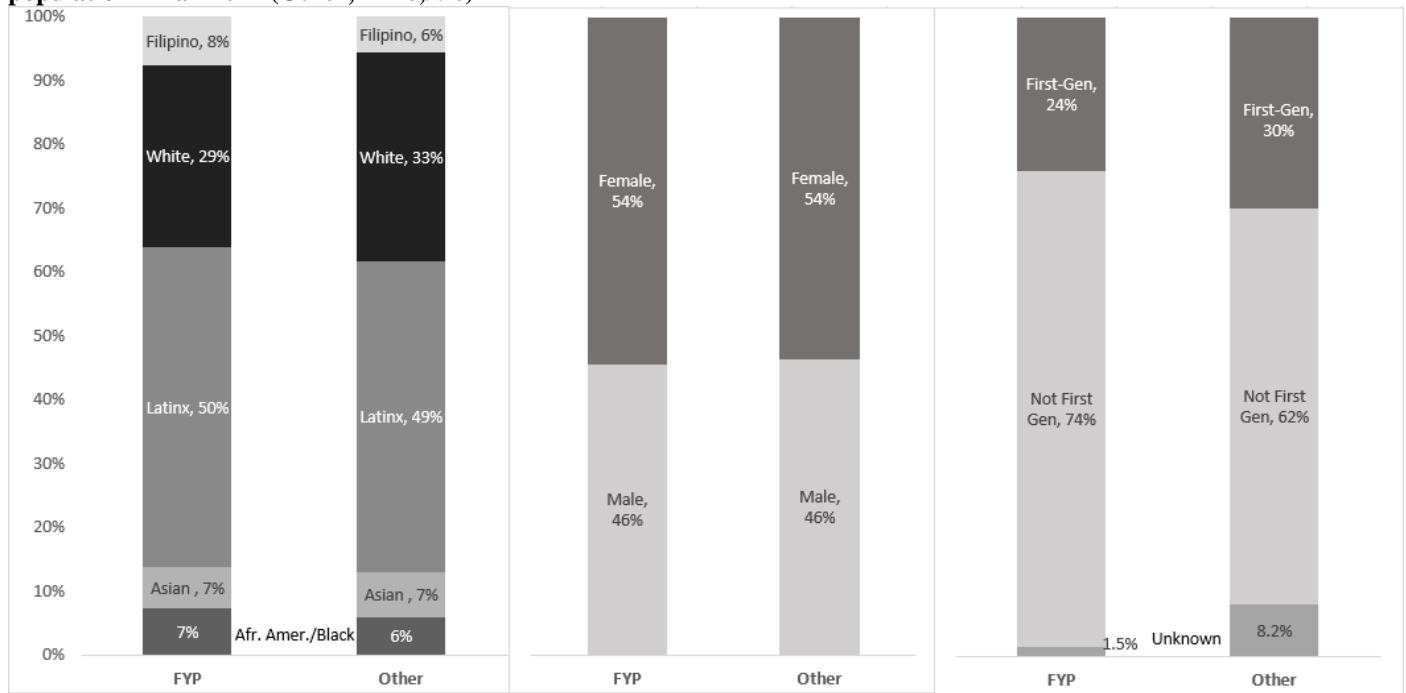
## Results

There were 262 students identified as participants in the fall 2017 FYP program. Demographic analyses of first-year promise students indicated that proportions of racial/ethnic groups and gender categories for FYP students were similar to those for the general student population with the highest representation of Latinx students, followed by White students and with more than half of the students identifying as female. Nearly a quarter of FYP students (24%) are first-generation college students which is a slightly lower proportion of first-generation students in the general student population (24% vs. 30%). Figure 1 presents details on race/ethnicity, gender and first-generation status.

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<sup>1</sup> Per California state law-AB540- passed in 2001, students who attended a California high school for a minimum of 3 years or have graduated from a California high school or attained the equivalent (GED or CHSP exam) are eligible to pay instate tuition, therefore considered 'residents' at all public colleges and universities in California.

**Figure 1. Race/Ethnicity\*, Gender and First-Generation for FYP students (n=262) in comparison to the general student population in fall 2017 (Other; n=16,996)**



\*Excludes Native-Amer., Other-non white and Unknown as these groups were not represented among the 262 FYP students.

Some FYP students were also part of other groups and services on campus. These include athletics, EOPS, DPSP and Honors (Table 1).

**Table 1. Student Services “Types”\***

	N	% of FYP
Athlete	9	3%
EOPS	6	2%
DPSPS	9	2%
Honors	10	4%

\*Does not include student types that are identified at the end of the semester (e.g. MESA, etc.)

Prior high school of FYP students were examined and the data indicated that the majority of FYP students are from the Hart District (86%) and majority attended Saugus High School, Valencia High School or Golden Valley High School (Table 2).

**Table 2. Hart District vs. Non-Hart District High Schools**

	N	Percent		N	Percent
Hart District	225	86%	Non-Hart District	37	14%
Saugus High S.	49		Vasquez High S.	5	
Valencia High S.	46		Arleta High S.	3	
Golden Valley High S.	38		Cesar E Chavez Learning Academy S.	3	
William S. Hart Sr. High S.	32		Fillmore Senior High S.	3	
West Ranch High S.	28		John F. Kennedy High S.	3	
Canyon High S.	22		Quartz Hill High S.	3	
Other*	10		Valley Academy of Arts & Sciences High S.	3	
			Antelope Valley High S.	**	
			Chatsworth Senior High S.		
			Granada Hills Charter High S.		
			Grover Cleveland High S.		
			Highland High S.		
			John Burroughs High S.		
			Little Rock High S.		
			Palmdale High S.		
			PUC Community Charter Early College High S.		
			Sylmar Senior High S.		
			Verdugo Hills Senior High S.		
			William J. Pete Knight High S.		

\*Other includes Jereann Bowman High, Academy of the Canyons, Learning Post High School, and Sequoia Charter

\*\*Schools listed below this point had 2 or fewer students from each institution

## High School GPA

Among FYP students who provided self-reported information on their high school GPA, majority reported a GPA of 3.0 or above (148 out of 262). Details are provided in Table 3.

**Table 3. High School GPA Self-reported**

	N	% of FYP
1.99 or lower	2	0.1%
2.00-2.69	28	11%
2.70-2.99	35	13%
3.00-3.49	90	34%
3.50-4.00 or higher	58	22%
I do not know/remember my H.S. GPA/Unknown	49	19%

## Financial Aid

Slightly over half of FYP students (54.6%) received financial aid in the form of either BOGW or PELL or both, for their first enrollment term (fall 2017). Among those who received BOGW, most received type C or B<sup>2</sup>.

**Table 4. Financial Aid**

	N	% of FYP
PELL only	0	0%
BOGW only	76	29%
Both BOGW & PELL	67	25%
No Financial Aid	119	45%
Total	262	100%

## Placement and Course Enrollment

Most fall 2017 FYP students completed the Math (n=242) and English (n=241) placement process during the spring and summer terms prior (2017). Some took their placement in the prior year, 2016-17 (n=19). Two FYP students took the Math placement in 2015 and one FYP student completed the ESL placement assessment.

The most common Math STEM placement group for FYP students was transfer-level (39%) followed by Elementary Algebra (34%) and 85% received direct placement into transfer Statistics. Three students were given eligibility for transfer-level courses through AP completion.

**Table 5. Math Placement Level and Course Enrolled**

Placement Level	Placement Level		Direct Placement into Transfer Statistics		Math Course Enrolled*						
	N	%	N	%	Math 058/59	Math -060	Math -075	Math -070	Math -083	Math -140/ Psych -104/ Soci-137	Other Transfer Courses-102/103/104 / 130/211-13
Transfer (MATH-100/ higher)	102	39%	102	100%					3	34	61
Intermediate Alg. (MATH 070/075/083)	63	24%	50	82%		1	8	28		24	1
Elementary Alg./Interm. Alg for Statistics (MATH-060/075)	89	34%	70	79%	1	36	23	2		26	
Algebra Prep. (MATH-058)	8	3%	8	100%	6					2	
<b>Total</b>	<b>262</b>	<b>100%</b>	<b>230</b>	<b>85%*</b>	<b>7</b>	<b>36</b>	<b>31</b>	<b>30</b>	<b>3</b>	<b>86</b>	<b>62</b>

\*Students who took the Math placement in 2015, placed in 070/075/083, were excluded from direct placement rate calculation since the model was not yet implemented.

\*256 FYP students enrolled in a Math course in FALL 2017; Of those who did not enroll in a Math course, 3 complete AP Math courses, 4 did not have a record of Math course enrollment.

<sup>2</sup> BOGW type “B” & “C” are when enrollment fees are covered and student pays \$45 + \$20 toward parking permit out of pocket.

With regard to English, most FYP students placed in ENGL-101 (61%) of which 4 students received eligibility through successful completion of AP courses/exams (Table 6).

**Table 6. English Placement Level**

Placement Level			English Course Enrolled			
	N	%	Eng. -089	Eng. -091/094	Eng. -096	Eng. -101 or higher
Transfer (ENGL-101 or higher)	162	61%				162
Intro to College Reading and writing/ Technical College Reading & Writing (ENGL-091/094)	55	21%		51		
Preparation for College Reading & Writing (ENGL-096)	43	16%			38	2
Essential Reading and Writing Skills (ENGL-089)	1	0.4%	1			
<b>Total</b>	<b>261</b>	<b>100%</b>	<b>1</b>	<b>51</b>	<b>38</b>	<b>164</b>

Most FYP students are enrolled in on-ground courses with 2 students being enrolled in online courses that are not part of the 2 required seminar courses. Given the full-time status requirement, FYP students are enrolled in 12 – 18 units (median 14 units). Other than the required FYE courses, most FYP students enrolled in transfer-level Math and English courses. Tables 7 provides descriptive statistics for units and Table 8 provides the distribution on courses enrolled.

**Table 7. Unit Load**

	FYP
Mean	14.5
Std. Dev	1.56
Median	14.0
Minimum-Maximum	12.0 - 18.0

**Table 8. Top 5 courses enrolled**

Course	N		
Counseling 110	261		
First Year Experience	262		
English	255	Transfer	151
		Below Transfer	91
Math	254	Transfer	146
		Below Transfer	108
Biological Sciences	17		
Psychology	10		

*Declared Academic Programs of Study*

Over half (55%) of FYP students have more than one active program on file (16% have 3 or more programs). The top five active programs for FYP students were:

- Liberal Arts & Sciences (n=68)
- Nursing-RN (n=59)
- Biological Sciences (n=44)
- Psychology (n=32)
- Business Management (n=27)

For a complete list of active academic programs among FYP students see Appendix A.

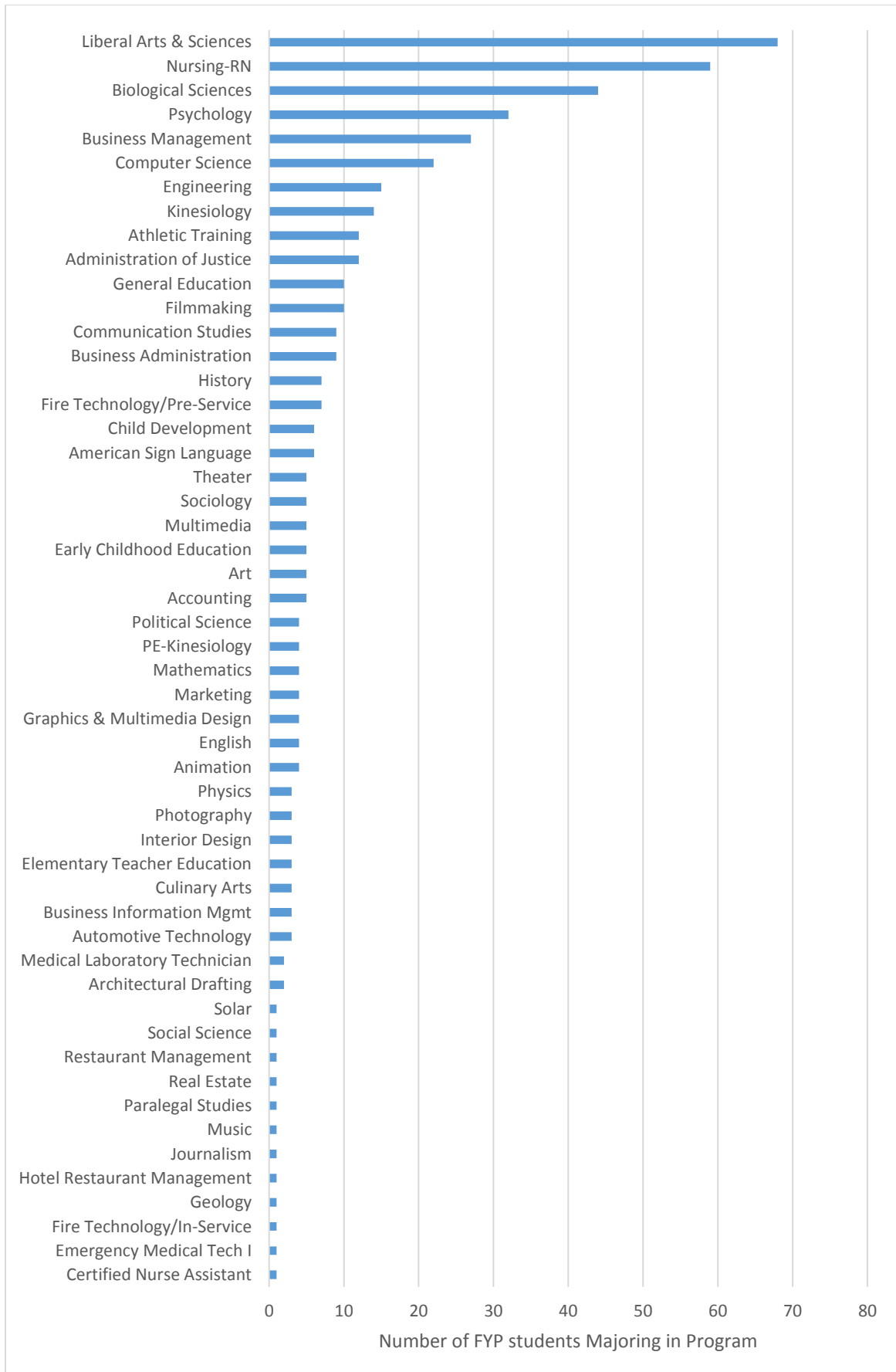
### **Recommendations**

Upon review of the demographic and course enrollment data for FYP students in the first year of the program, the following recommendations should be taken into consideration:

- Consider these results in identifying future cohorts of FYP students.
- Conduct analyses on success outcomes for this first cohort of FYP students after their completion of courses.
- Explore reasons for lower FYP enrollment from Golden Valley High School and Canyon High Schools.

For more detailed information on this research brief, stop by the Institutional Research, Planning, and Institutional Effectiveness office located in BONH-224, or contact Preeta Saxena, Senior Research Analyst at 661.362.3072, or Daylene Meuschke, Dean of Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.

## Appendix A: Fall 17 Active Academic Programs for FYP Students





# Math & English Success Rates

First-Year Promise students vs. all first-time, full-time students enrolled in the same courses

