
DATE: December 12, 2017
TO: Eleazar Jimenez, Counselor & Tess Hansen, Instructor
Elaine Kuo, College Researcher
Andrew LaManque, AVP Office of Instruction & Institutional Research
FROM: Lisa Ly, Research Analyst
RE: FYE Program Outcomes, 2015-16 and 2016-17

Overview

This memo provides demographic, course success, persistence and English/Math basic skills pathway completion rates for FYE cohorts. While the focus of the analyses is for the 2016-17 cohort, to help with possible programming adjustments, where applicable, data for the 2015-16 and 2017-18 cohorts are provided as well. FYE cohorts and courses¹ were verified with FYE coordinators.

Summary (2016-17 cohort)

- [Demographics](#)
 - The majority of the FYE students are age 19 or younger (77%), female (70%), Latinx (79%), first-generation college² (62%), reside in the East Bay (35%), San Mateo (21%) or surrounding service areas (20%), applied for financial aid (90%) and were awarded some type of aid (95%).
- [Course Success](#)
 - The overall course success rate decreased from 72% in 2015-16 to 60% in 2016-17. The current rate is 3 percentage points above the college's institutional set standard.
 - FYE Latinx course success rate decreased from 67% in 2015-16 to 57% in 2016-17.
 - FYE females had a higher course success rate than compared to males, 64% vs. 52%.
- [Persistence](#)
 - The persistence rate of FYE students enrolled in any FYE section from fall to winter term was 76%, and from winter to spring was 59%. Less than half of the cohort was retained from fall to spring (45%) in FYE sections.
- [English/Math Basic Skills Pathway Completions](#)
 - **English Pathway (ENGL 209-110-1A):** 24 of 55 (45%) students completed ENGL 1A. A little over half, 14 of the 24 completers, enrolled in all 3 FYE English sections.
 - **Math Pathway (MATH 235-230-220):** 5 of 42 (12%) students completed MATH 220. Over half, 3 of 5 completers, enrolled in all 3 FYE Math sections. These 5 students had not completed college level math (MATH 105) in 2016-17.
 - **Pathway Completers:** The composition of those who started and completed the pathways consisted of mostly Latinx and females. However, fewer than half of Latinx and female students actually completed the pathway.
 - 18 of 43 (42%) Latinx and 18 of 39 (46%) females finished the English pathway.
 - 3 of 36 (8%) Latinx and 5 of 30 (17%) females completed the Math pathway.

¹ FYE courses typically includes a "F" in the course sequence number. For a list of FYE courses, see appendix.

² First-generation college students are those whose parents'/guardians' highest educational attainment is high school or less.

Demographics

Since some demographic data vary from term to term (e.g. zip code, financial aid, etc.), the first term was used to capture FYE student's information. In most instances, the students' first term was summer. The exception is financial aid, EOPS, DSPS and veteran data as most of these information are processed in the fall term.

- **Age:** The 2016-17 cohort skewed younger, with the majority age 19 or younger (77%).

Table 1: FYE Students by Age Group

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
19 or less	37	84%	55	77%	45	87%	46	82%
20 to 24	7	16%	15	21%	6	12%	9	17%
25 or over	0	0%	1	1%	1	2%	1	1%
Total	44	100%	71	100%	52	100%	56	100%

- **Gender:** The 2016-17 cohort consisted of mostly females (70%).

Table 2: FYE Students by Gender

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Female	27	61%	50	70%	32	62%	36	65%
Male	17	39%	21	30%	20	38%	19	35%
Total	44	100%	71	100%	52	100%	56	100%

- **Ethnicity:** The 2016-17 cohort comprised of mostly Latinx (79%), followed by Asian (10%) and Filipinx (4%). Combined, disproportionately impacted groups, consisting of African American, Filipinx, and Latinx, accounted for 86% of FYE students.

Table 3: FYE Students by Ethnicity

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
African American	2	5%	2	3%	1	2%	2	3%
Asian	3	7%	7	10%	6	12%	5	10%
Filipinx	2	5%	3	4%	5	10%	3	6%
Latinx	32	73%	56	79%	38	73%	42	75%
Pacific Islander	1	2%	1	1%	0	0%	1	1%
White	3	7%	1	1%	2	4%	2	4%
Decline to State	1	2%	1	1%	0	0%	1	1%
DI Group	36	82%	61	86%	44	85%	47	84%
Non-DI Group	8	18%	10	14%	8	15%	9	16%
Total	44	100%	71	100%	52	100%	56	100%

DI Group: African American, Filipinx and Latinx.

- **First-generation college:** Over half (62%) of the 2016-17 cohort are first-generation college students (i.e. parents'/guardians' highest educational attainment is a high school or less). The percentage of FYE Latinx students who are first-generation college students is even higher (71%).

Table 4a: FYE Students by First-Generation College Status

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
First-Gen. College	21	48%	44	62%	31	60%	32	57%
Not First-Gen. College	23	52%	27	38%	21	40%	24	43%
Total	44	100%	71	100%	52	100%	56	100%

Table 4b: Latinx FYE Students by First-Generation College Status

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Latinx								
First-Gen. College	20	63%	40	71%	29	76%	30	71%
Not First-Gen. College	12	38%	16	29%	9	24%	12	29%
Total	32	100%	56	100%	38	100%	42	100%

- **Zip Code:** The majority of the 2016-17 cohort reside in the East Bay (35%), followed by San Mateo (21%) and surrounding college service (20%) areas.

Table 5: FYE Students by Zip Code Area

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Surrounding Service Area	4	9%	14	20%	10	19%	9	17%
East Bay	20	45%	25	35%	26	50%	24	43%
South Bay	3	7%	6	8%	3	6%	4	7%
San Mateo Area	7	16%	15	21%	9	17%	10	19%
All Other Areas	10	23%	11	15%	4	8%	8	15%
Total	44	100%	71	100%	52	100%	56	100%

Surrounding Service Area: Cupertino, Sunnyvale, Los Altos, Mountain View, Palo Alto, Los Gatos, Saratoga

East Bay: San Jose East of 880, Alviso, Milpitas, Fremont, Union City, Newark, Hayward, East Palo Alto

South Bay: San Jose Other, Santa Clara, Morgan Hill, Gilroy, Campbell

San Mateo Area: San Mateo, Atherton, Redwood City, San Carlos, Foster City

All Other Areas: outside Bay Area

- **Low income:** Over one-third (39%) of the 2016-17 cohort reported their household income is \$24,999 or fewer.

Table 6: FYE Students by Low Income Status

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Low Income	9	20%	28	39%	14	27%	17	31%
Not Low Income	35	80%	43	61%	38	73%	39	69%
Total	44	100%	71	100%	52	100%	56	100%

- **Financial aid:** Nearly all 2016-17 FYE students applied for financial aid (90%). In table 7b, the type of aid awarded to those who applied is provided. Half of all FYE financial aid applicants received Other Aid consisting of scholarships, loans, etc. (50%), followed by Pell Grant (45%).

Table 7a: FYE Students Applied for Financial Aid

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Yes	37	84%	64	90%	38	73%	46	83%
No	7	16%	7	10%	14	27%	9	17%
Total	44	100%	71	100%	52	100%	56	100%

Table 7b: FYE Students Financial Aid Award

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Pell Award	14	38%	29	45%	14	34%	19	40%
Other Aid Award	16	43%	32	50%	18	44%	22	46%
No Aid	7	19%	3	5%	9	22%	6	13%
Total	37	100%	64	100%	41	100%	47	100%

- **EOPS/DSPS/Foster Youth/Veteran/CalWORKs:** In 2016-17, 17% and 11% of FYE students were EOPS or DSPS students (tables 8 and 9). One to three percent were foster youth or veteran students. There were no FYE CalWORKs students.

Table 8: FYE Students by EOPS Status

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
EOPS	3	7%	12	17%	4	8%	6	11%
Not EOPS	41	93%	59	83%	48	92%	49	89%
Total	44	100%	71	100%	52	100%	56	100%

Table 9: FYE Students by DSPS Status

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
DSPS	0	0%	8	11%	0	0%	3	5%
Not DSPS	44	100%	63	89%	52	100%	53	95%
Total	44	100%	71	100%	52	100%	56	100%

Table 10: FYE Students by Foster Youth Status

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Foster Youth	2	5%	2	3%	0	0%	1	2%
Not Foster Youth	42	95%	69	97%	52	100%	54	98%
Total	44	100%	71	100%	52	100%	56	100%

Table 11: FYE Students by Veteran Status

	2015-16		2016-17		2017-18		3-Year Average	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Veteran	1	2%	1	1%	0	0%	1	1%
Not Veteran	43	98%	70	99%	52	100%	55	99%
Total	44	100%	71	100%	52	100%	56	100%

Course Success

The data in this section reflects the course outcomes of FYE students in FYE sections. Non-FYE students were omitted.

- **Overall Course Success:** The FYE course success rate decreased from 72% in 2015-16 to 60% in 2016-17. The current success rate is 3 percentage points above the college's institutional set standard, which is the rate in which the college does not want to fall below.
- The withdrawal rate increased from 8% in 2015-16 to 16% in 2016-17. As reference, the college withdrawal rate in 2016-17 was 9%.

Table 12: FYE Course Success

	Success		Non-Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2015-16	207	72%	57	20%	22	8%	286	100%
2016-17	206	60%	80	23%	56	16%	342	100%

Success reflect A, B, C, or P grades. Non-Success reflect D, F, or NP grades.

- **Course Success by Subjects:** In 2016-17, the subject areas with lower course success rates than compared to the overall rate of 60% included: LIBR (27%), ART (33%), PSYC (37%), MATH (45%) and SOC (58%). Sociology and Library had lower success rates in 2015-16 as well.
- The subjects that had low retention in 2016-17 are ART, LIBR, PSYC, HIST and MATH.

Table 13: FYE Course Success by Subjects

	Success		Non-Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2015-16								
ART	33	75%	10	23%	1	2%	44	100%
CNSL	18	100%	0	0%	0	0%	18	100%
ENGL	107	80%	21	16%	5	4%	133	100%
HIST	24	63%	10	26%	4	11%	38	100%
LIBR	12	44%	5	19%	10	37%	27	100%
SOC	13	50%	11	42%	2	8%	26	100%
Total	207	72%	57	20%	22	8%	286	100%
2016-17								
ART	3	33%	1	11%	5	56%	9	100%
CNSL	22	92%	2	8%	0	0%	24	100%
ENGL	83	75%	15	14%	12	11%	110	100%
HIST	34	64%	8	15%	11	21%	53	100%
LIBR	4	27%	6	40%	5	33%	15	100%
MATH	27	45%	22	37%	11	18%	60	100%
PSYC	14	37%	15	39%	9	24%	38	100%
SOC	19	58%	11	33%	3	9%	33	100%
Total	206	60%	80	23%	56	16%	342	100%

Success reflect A, B, C, or P grades. Non-Success reflect D, F, or NP grades.

- **Course Success by Gender:** In 2016-17, FYE female students had a higher course success rate (64%) than compared to their male counterpart (52%), a difference of 12 percentage points.

Table 14: FYE Course Success by Gender

	Success		Non-Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2015-16								
Female	121	72%	32	19%	15	9%	168	100%
Male	86	73%	25	21%	7	6%	118	100%
Total	207	72%	57	20%	22	8%	286	100%
2016-17								
Female	149	64%	48	21%	35	15%	232	100%
Male	57	52%	32	29%	21	19%	110	100%
Total	206	60%	80	23%	56	16%	342	100%

- **Course Success by Ethnicity:** In 2016-17, FYE Latinx student's course success rate was 57%, which is lower than compared to their rate in 2015-16 (67%). Combined, disproportionately impacted groups have a success rate of 57% in 2016-17.

Table 15: FYE Course Success by Ethnicity

	Success		Non-Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2015-16								
African American	14	93%	1	7%	0	0%	15	100%
Asian	18	75%	6	25%	0	0%	24	100%
Filipinx	17	100%	0	0%	0	0%	17	100%
Latinx	133	67%	45	23%	21	11%	199	100%
Pacific Islander	0	0%	2	100%	0	0%	2	100%
White	20	87%	3	13%	0	0%	23	100%
Decline to State	5	83%	0	0%	1	17%	6	100%
DI Group	164	71%	46	20%	21	9%	231	100%
Non-DI Group	43	78%	11	20%	1	2%	55	100%
Total	207	72%	57	20%	22	8%	286	100%
2016-17								
African American	4	33%	5	42%	3	25%	12	100%
Asian	37	88%	2	5%	3	7%	42	100%
Filipinx	13	87%	1	7%	1	7%	15	100%
Latinx	150	57%	69	26%	45	17%	264	100%
Pacific Islander	1	33%	0	0%	2	67%	3	100%
White	0	0%	1	33%	2	67%	3	100%
Decline to State	1	33%	2	67%	0	0%	3	100%
DI Group	167	57%	75	26%	49	17%	291	100%
Non-DI Group	39	76%	5	10%	7	14%	51	100%
Total	206	60%	80	23%	56	16%	342	100%

DI Group: African American, Filipinx and Latinx.

- **Course Success by First-Generation College:** In 2016-17, the course success rate of FYE first-generation college students was the same as non-first generation students (60%).

Table 16: FYE Course Success by First-Generation College

	Success		Non-Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2015-16								
First-Gen. College	77	63%	27	22%	18	15%	122	100%
Not First-Gen. College	130	79%	30	18%	4	2%	164	100%
Total	207	72%	57	20%	22	8%	286	100%
2016-17								
First-Gen. College	130	60%	50	23%	36	17%	216	100%
Not First-Gen. College	76	60%	30	24%	20	16%	126	100%
Total	206	60%	80	23%	56	16%	342	100%

Persistence

- Table 17 provides the persistence rate of FYE students in FYE English and FYE Math sections, as well as all FYE sections (includes GE Course). Overall, less than half of the 2016-17 cohort (45%) was retained to spring.
- **English Persistence (term to term)**
 - 53 students enrolled in a FYE English section in the fall term.
 - 37 (70%) persisted to an FYE English section in the winter term.
 - 16 (43%) persisted to an FYE English section in the spring term.

Table 17: FYE Students' Persistence Rates in FYE Sections

	Fall Term	Persistence					
		Fall to Winter		Winter to Spring		Fall to Spring (2-term)	
	HC	Rate	HC	Rate	HC	Rate	
2015-16							
FYE ENGL Sections	44	73%	32	66%	21	48%	
All FYE Sections*	44	89%	39	79%	31	70%	
2016-17							
FYE ENGL Sections	53	70%	37	43%	16	30%	
FYE MATH Sections	41	37%	15	20%	3	7%	
All FYE Sections*	71	76%	54	59%	32	45%	

*Includes GE courses.

- **Math Persistence (term to term):** In 2016-17, the FYE Math Pathway followed the *Math My Way* model and did not have its dedicated FYE designation (i.e. course sequence did not include "F"). FYE students were encouraged to enroll in select Math sections. While *Math My Way* is self-paced and students could complete more than one course in a term, FYE students enrolled in only one course per term.
 - 41 students enrolled in the selected Math section in the fall term.
 - 15 (37%) persisted to their math section in the winter term.
 - 3 (20%) persisted to their math section in the spring term.

English/Math Basic Skills Pathway Completions

The 2015-16 cohort had two English pathways: 209-110-1A and 1S-1T, whereas the 2016-17 cohort had an English and Math pathway: ENGL 209-110-1A and MATH 235-230-220. Since FYE students did not enroll in all FYE English/Math sections, to be considered an English pathway completer for this analysis, FYE students had to have enrolled in at least one FYE English section. Similarly, FYE students had to have enrolled in at least one FYE Math section to be considered a Math pathway completer.

- English Pathway
 - **2015-16 cohort:** 55% (24 of 44) students completed ENGL 1A or 1T.
 - All 24 completers enrolled in all the FYE English sections.
 - **2016-17 cohort:** 45% (24 of 55) students completed ENGL 1A.
 - 14 completers enrolled in all 3 FYE English sections.
 - 9 completers enrolled in 2 of the 3 FYE English sections.
 - 1 completer enrolled in 1 of the 3 FYE English section.

- Math Pathway
 - **2016-17 cohort:** 12% (5 of 42) students completed MATH 220. These 5 students were tracked to see if they had completed college level math (MATH 105) in 2016-17 and none of them had done so.
 - 3 completers enrolled in all 3 FYE Math sections.
 - 1 completer enrolled in 2 of the 3 FYE Math sections.
 - 1 completer enrolled in 1 of the 3 FYE Math section.

- **Pathway Completers:** Table 18 compares the students who started in the pathway versus those who completed the pathway. While Latinx and female students made up the majority of those who started and completed, fewer than half of Latinx and females actually completed the pathway.
 - In 2016-17, 18 of 43 (42%) Latinx and 18 of 39 (46%) females completed the English pathway. The completion rate is even lower in the Math pathway, with 3 of 36 (8%) Latinx and 5 of 30 (17%) females completing.

Table 18: FYE Students' Persistence Rates in FYE Sections

	Starting Cohort		Completers		
	HC	Percent	HC	Percent	Completion Rate
2015-16					
<u>English Pathway</u>					
Female	27	61%	14	58%	52%
Male	17	39%	10	42%	59%
African American	2	5%	2	8%	100%
Asian	3	7%	1	4%	33%
Filipinx	2	5%	2	8%	100%
Latinx	32	73%	16	67%	50%
Pacific Islander	1	2%	0	0%	0%
White	3	7%	2	8%	67%
Decline to State	1	2%	1	4%	100%
First-Gen. College	21	48%	9	38%	43%
Total	44	-	24	-	55%
2016-17					
<u>English Pathway</u>					
Female	39	74%	18	75%	46%
Male	16	30%	6	25%	38%
African American	2	4%	0	0%	0%
Asian	6	11%	4	17%	67%
Filipinx	3	6%	2	8%	67%
Latinx	43	81%	18	75%	42%
Pacific Islander	1	2%	0	0%	0%
White	0	0%	0	0%	-
Decline to State	0	0%	0	0%	-
First-Gen. College	36	68%	15	63%	42%
Total	53		24	-	45%
<u>Math Pathway</u>					
Female	30	71%	5	100%	17%
Male	12	29%	0	0%	0%
African American	1	2%	0	0%	0%
Asian	1	2%	1	20%	100%
Filipinx	2	5%	1	20%	50%
Latinx	36	86%	3	60%	8%
Pacific Islander	1	2%	0	0%	0%
White	1	2%	0	0%	-
Decline to State	0	0%	0	0%	-
First-Gen. College	28	67%	1	20%	4%
Total	42		5	-	12%

Appendix

Table 19: FYE Course List, 2015-16 to 2016-17

Academic Year	Academic Period	Subject	Course Number	CRN	Sequence Number
2016	201611	CNSL	F005.	10750	24F
2016	201621	ART	F001.	22456	05Y
2016	201621	ENGL	F001S	21521	03F
2016	201621	ENGL	F209.	20543	01F
2016	201621	ENGL	F242A	21522	03F
2016	201631	ENGL	F001T	31606	03
2016	201631	ENGL	F110.	30229	10
2016	201631	ENGL	F242B	31607	03
2016	201631	HIST	F010.	32425	01
2016	201631	LIBR	F010.	32743	02
2016	201641	ENGL	F001A	40332	04
2016	201641	ENGL	F001B	40970	13Q
2016	201641	LIBR	F010.	41656	02
2016	201641	SOC	F001.	41451	06
2017	201711	CNSL	F005.	10829	F17
2017	201721	ENGL	F209.	20402	F03
2017	201721	ENGL	F209.	21501	F12
2017	201721	HIST	F017A	21815	F03
2017	201721	MATH	F235.	20185	01
2017	201721	PSYC	F001.	21831	F1Y
2017	201731	ENGL	F110.	30755	F02
2017	201731	ENGL	F110.	31037	F11
2017	201731	HIST	F017C	31759	F04
2017	201731	MATH	F230.	30546	01
2017	201731	SOC	F001.	31689	F03
2017	201741	ART	F001.	41934	04Y
2017	201741	ENGL	F001A	41736	F22
2017	201741	LIBR	F010.	41187	F02
2017	201741	MATH	F220.	40187	02
2017	201741	SOC	F001.	41773	07