

Compton College

STUDENT SERVICES

First Year Experience

Spring 2019

Program Description

1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

The FYE program is designed to assist student's transition to college from high school or those attending college as first-time freshman whose goals are to graduate and transfer to a four-year university. Furthermore, the goal of the FYE program is for students to have a positive transition into college, successfully complete at minimum freshman English composition by the end of their first year in college, learn and apply essential college success strategies, and become knowledgeable about and participate in the college's programs and services.

The FYE program is a learning community (cohort) based program. Each learning community consists of an English and two general education courses linked by a common theme and integrated assignments. Assignment into a learning community is based on the student's English placement. Approximately 30 students are assigned to each learning community. FYE faculty coordinate curriculum, activities, and services to help ensure student success. The program focuses on helping students develop their reading and writing skills while also teaching them important college success and life skills.

FYE's mission statement is in line with Compton College's mission which is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. Furthermore, the Strategic Initiatives supported by the FYE program are as follows:

Table 1: FYE Alignment with Compton College’s Strategic Initiatives

Compton College’s Strategic Initiatives for 2017	FYE efforts addressing the College’s Strategic Initiatives
Strategic Initiative - Goal 1: Improve recruitment, enrollment, retention, and completion rates for our students.	<p>Objective 2. Educate students about pathways to graduation, including transfer.</p> <p>Objective 3. Enhance student preparation for academic success and completion.</p> <p>Objective 4. Provide a student-centered environment that leads to student success.</p>
Strategic Initiative - Goal 2: Support the success of all students to meet their education and career goals.	<p>Objective 1. Attract and retain traditional students and focus on retaining non-traditional students.</p> <p>Objective 2. Minimize the equity gap for access, retention, and graduation rates.</p> <p>Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.</p>
Strategic Initiative - Goal 3: Support the success of students through the use of technology.	Objective 1. Implement an early alert system to identify and notify students of support services and programs in a timely manner.
Strategic Initiative - Goal 5: Establish partnerships in the community and with the K-12 schools.	Objective 3. Strengthen the broader needs of the community served by Compton Community College District.

2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.

Table 2 and 3 provide demographic characteristics of students enrolled in the FYE program from fall 2014-2017 and spring 2014-2017 respectively as reported by Institutional Research Student Services Metric Tool. The total number of students is indicated at the top of the table in the “Term Enrollment” row. Each of the percentages indicated is a percentage of the “Term Enrollment” for that column. The data source is retrieved from the California Community Colleges Chancellors Office Management Information System ST Table (CCCCO MIS). It is important to note that the total number of students indicated at the top of the table in the “Term Enrollment” row for fall and spring 2014-2017 is over reported. One possible explanation is that students from earlier cohorts were not given end dates on Colleague. Thus, the MIS report is counting students who were in the program in prior years. To ensure data is accurate moving forward, the FYE Counselor/Coordinator will be responsible to entering new cohorts each fall and entering end dates when students exit the program each spring.

The goal for the 2017-2018 academic year was to serve 150 students in 5 learning communities. Internal FYE records show that the program served 110 students; 35 students began in English 1A, 45 students began at the English 84/A level and took the accelerated English RWA course, and 30 students began at the 82/B level and took the accelerated English 50AR/50AW courses. During 2017-2018, the student population of FYE consisted of approximately 60 percent female and 40 percent males. Approximately 16 percent of the students participating in FYE were African American while 74 percent were of Hispanic or Latino decent. Over 90 percent of the students were the first in their family to attend college and approximately 85 percent received some type of financial aid assistance in the form of grants, fee waivers, scholarships, and student loans. Approximately 95 percent of the students matriculated directly from high school and had no prior college units.

Table 2: FYE Participant Demographic Data Fall 2014-2017

		Fall 2014	Fall 2015	Fall 2016	Fall 2017
Term Enrollment		812	824	560	497
Gender	Female	47.3%	46.8%	47.5%	54.7%
	Male	52.7%	53.2%	52.5%	45.3%
Ethnicity	African-American	17.5%	17.0%	10.4%	9.7%
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.4%	0.0%
	Asian	0.7%	1.0%	1.4%	1.2%
	Latino	80.3%	80.1%	83.2%	84.5%
	Pacific Islander	0.2%	0.2%	1.1%	1.4%
	White	0.2%	0.0%	0.0%	0.4%
	Two or More	1.0%	1.2%	3.2%	2.4%
	Unknown or Decline	0.0%	0.5%	0.4%	0.4%
Age Group	Under 18	6.4%	5.6%	4.6%	3.8%
	18 to 24	88.9%	87.1%	90.4%	89.7%
	25 to 29	3.2%	3.9%	1.4%	3.2%
	30 to 39	1.2%	2.2%	2.9%	2.8%
	40 to 49	0.2%	0.7%	0.4%	0.0%
	50+	0.0%	0.5%	0.4%	0.4%
Day/Even Student	Daytime	96.6%	94.2%	97.9%	94.4%
	Evening	2.5%	4.6%	2.1%	4.0%
	Unknown	1.0%	1.2%	0.0%	1.6%
Class Load (in Units taken)	<6	5.4%	7.8%	5.0%	8.9%
	6-8.5	9.4%	8.3%	7.9%	10.5%
	9-11.5	28.8%	12.1%	13.2%	17.3%
	12+	56.4%	71.8%	73.9%	63.4%
	Not enrolled or N/A	0.0%	0.0%	0.0%	0.0%

Source: Institutional Research Student Services Metric Tool

Table 3: FYE Participant Demographic Data Spring 2014-2017

		Spring 2014	Spring 2015	Spring 2016	Spring 2017
Term Enrollment		488	624	402	376
Gender	Female	48.4%	51.3%	52.2%	49.5%
	Male	51.6%	48.7%	47.8%	50.5%
Ethnicity	African-American	17.6%	12.2%	12.4%	8.5%
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.0%	0.0%
	Asian	0.0%	1.0%	1.5%	1.6%
	Latino	77.9%	85.6%	84.6%	85.1%
	Pacific Islander	0.4%	0.3%	0.0%	1.6%
	White	0.4%	0.0%	0.0%	0.0%
	Two or More	3.7%	1.0%	1.0%	2.7%
	Unknown or Decline	0.0%	0.0%	0.5%	0.5%
Age Group	Under 18	0.0%	0.0%	0.0%	0.5%
	18 to 24	94.3%	94.9%	94.5%	94.7%
	25 to 29	4.5%	3.5%	1.5%	2.7%
	30 to 39	1.2%	1.3%	3.0%	1.6%
	40 to 49	0.0%	0.3%	0.5%	0.0%
	50+	0.0%	0.0%	0.5%	0.5%
Day/Eve Student	Daytime	93.0%	94.9%	96.5%	96.3%
	Evening	6.1%	3.8%	2.5%	3.2%
	Unknown	0.8%	1.3%	1.0%	0.5%
Class Load (in Units taken)	<6	6.6%	9.9%	3.0%	4.8%
	6-8.5	11.1%	9.6%	7.0%	10.1%
	9-11.5	13.9%	16.0%	16.9%	22.9%
	12+	68.4%	64.4%	73.1%	62.2%
	Not enrolled or N/A	0.0%	0.0%	0.0%	0.0%

Source: Institutional Research Student Services Metric Tool

Compton College incorporated an all-male cohort during the 2013-2014 academic year. The purpose of this all-male cohort was to address the low enrollment and retention of males in college. FYE designed this cohort to be supported specifically by a counselor/faculty in addition to the regular FYE staff. FYE also designed specific activities for the male cohort in an effort to create a greater bond and sense of belonging as they embark on their educational journey. Additional activities included participation in a UCLA physical challenge team building activity, a community service component with the Compton City Salvation Army, participation in the all-male A2MEND conference, career exploration via the Port of Los Angeles site visit and boat tour, and mentorship program made up of male faculty, staff, and administrators from Compton College and surrounding communities.

It is important to note that the inclusion of the male cohort into the FYE program increased the average percentage of males who traditionally participate in FYE. The all-male cohort learning community courses included the accelerated English 50RR and English 50WW course sequence—an accelerated English track allowing students to satisfy the English transfer requirement in two semesters versus three semesters. FYE also retained 88 percent of the students as compared to the 74 percent retention rate of the general student population. However, during the 2017-2018 academic year, recruitment for the all-male cohort was low and therefore the learning community was open to both males and females.

3. Describe how interaction with the program helps students succeed or meet their educational goals.

The California Community College Chancellor's Office developed the following transfer rate methodology: The "Intent-to-Transfer" cohort (which becomes the denominator in the transfer rate calculation) includes those students who:

1. Begin college as first-time students in a fall term, and
2. Attempt transfer-level math or English within 6 years, and
3. Complete at least 12 units in the CCC system within 6 years.

Given these criteria, Compton College established the First Year Experience (FYE) program to work with students from feeder high schools and assist them in their educational plans to graduate and transfer.

In 2017-2018, FYE staff consisted of a full-time counselor/coordinator, a part time counselor, and a part time program technician. All students in the five learning communities were welcomed to visit the FYE office to eat lunch, socialize, study, work on class assignments, use computers, and print assignments for FYE classes. All students were also required to meet with a counselor on a drop-in or appointment basis to check their academic progress and work on their educational plan.

The FYE program hired Peer to Peer (P2P) Mentors to help guide students. P2P Mentors are former FYE students who have successfully completed all FYE courses and have shown satisfactory academic progress (i.e., GPA above 2.5). The P2P Mentors are available to help and guide current FYE students set up study sessions, answer any inquiries, help students meet FYE program requirements, inform students of any upcoming campus events, and connect them to campus services and resources.

All students participating in the FYE program are required to meet with a counselor to update their educational plan, submit academic progress reports signed by all their professors, attend two official campus workshops, and participate in college campus tours. All these requirements were established to help students succeed and meet their educational goals. These activities engage students on campus and help them transition to the community college system leading them towards graduation and/or transfer.

4. How does the program interact with other on-campus programs or with off-campus entities?

The FYE Program collaborates with on and off-campus programs to recruit students into the program and create opportunities for students to persist and succeed during their first year of enrollment at Compton College.

The FYE Program works with the office of Outreach and Relations with Schools (OASR) to provide recruitment presentations at feeder high schools to recruit students into the FYE program. FYE program staff also participate in High School Counselor Luncheons. During the Counselor Luncheons, Compton College management and staff representatives from all Student Services Programs provide information about their programs, services, and program eligibility to high school principals, assistant principals, counselors, teachers, and staff to

promote and recruit for their programs. More recently, the FYE program has collaborated with the OASR to encourage students to enroll to the Compton Promise. The Compton Promise waives enrollment fees for students who enroll in 12 units at Compton College the fall and spring immediately after high school graduation. Thus making college more affordable to students from low to middle income households while also minimizing student debt. Finally, FYE requires all new students to participate in New Student Welcome Day, held the Wednesday before fall courses begin, to help orient students into the college and provide information about academic and student support services.

The FYE Program also collaborates with Counseling to recruit students into the program. Counseling faculty refer students to the FYE program after counseling appointments. The FYE Counselor/Coordinator provides recruitment updates for each community during the scheduled bi-weekly meetings. Moreover, the FYE program participates in the campus wide Comprehensive Educational Plan Completion each fall and spring. Students who have completed 15+ units receive a letter to schedule an appointment to with their counselor to complete their Comprehensive Educational Plan.

The FYE Program works with the office of financial aid and the Extended Opportunity Programs and Services (EOPS) program to ensure students maximize grant eligibility and other support services. Students receive support to complete the Free Application for Federal Student Aid (FAFSA) or the California Dream Act (CADA) application. The office of financial aid receives a list of FYE students each fall and spring. The FYE Counselor/Coordinator is notified when students need to follow-up with the financial aid office to ensure they are packaged and awarded. All FYE students are strongly encouraged to apply to EOPS. Eligible EOPS students receive additional counseling support, receive book and meal vouchers, and services that promote transfer.

The FYE program works closely with Academic Affairs to develop the fall and spring FYE Community Class Schedule. This also requires working closely with teaching faculty since linked courses require collaboration from faculty in different disciplines. In addition, faculty work with the FYE Counselor/Coordinator to identify students at-risk of failing by implementing progress reports as a form of early alert system.

The FYE program works with the Transfer & Career Center to provide workshops that promote transfer and career awareness, college/university tours including the Northern

California University Tour, Historically Black Colleges and Universities Tour, Transfer fair, and the one week UCI Residential Transfer Enrichment Academy.

5. List notable achievements that have occurred since the last Program Review.

Since the previous program review, the FYE program had an increase in learning communities followed by a drastic downsize. In 2015-2016 there were 8 learning communities. However, the Coordinator/Counselor resigned during the beginning of the fall 2015 and the position was not filled until May 2016. As a result, the learning communities and the FYE personnel were downsized. In 2016, the FYE program was designated a bigger and more conducive office space. Success and retention rates of FYE students continues to be higher than non-FYE students. Also, accelerated and compressed English classes such as English 50 AR (82 & 84), English AW (B &A), and English RWA (84 & A) continue to be offered and filled each year.

6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

Table 4: FYE Program Review Recommendations and Impact

<u>Recommendation</u>	<u>Reason For No Implementation</u>	<u>Impact</u>
Full-time classified staff (100% FYE designation)	Partially Implemented. Due to lack of funding, the FYE program could only hire 1 (one) part-time classified staff member (25 hours per week)	Insufficient front desk coverage for all office hours during peak registration when office is open 8:00 a.m.-6:30 p.m. two weeks before the semester and the first two weeks of the semester. Supplemented coverage with student workers and P2P mentors.
Full-time Coordinator (100%)	Implemented. For the 2016-2018 AY's, FYE program hired a Counselor/Coordinator with expectation of duties split evenly 75% coordinating activities and 25%	Collaborated with the Transfer & Career Center to provide college/university tours for FYE students.

	counseling activities.	
Expand Accelerated LC's in Basic & Developmental Skills in English and Math	Expansion of LC occurred for the 2014-2015 and 2015-2016 AY's. Due to limited staff, LC reduced for 2016-2017 and 207-2018 AY's	Less students were served through the program

Program Environment

1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

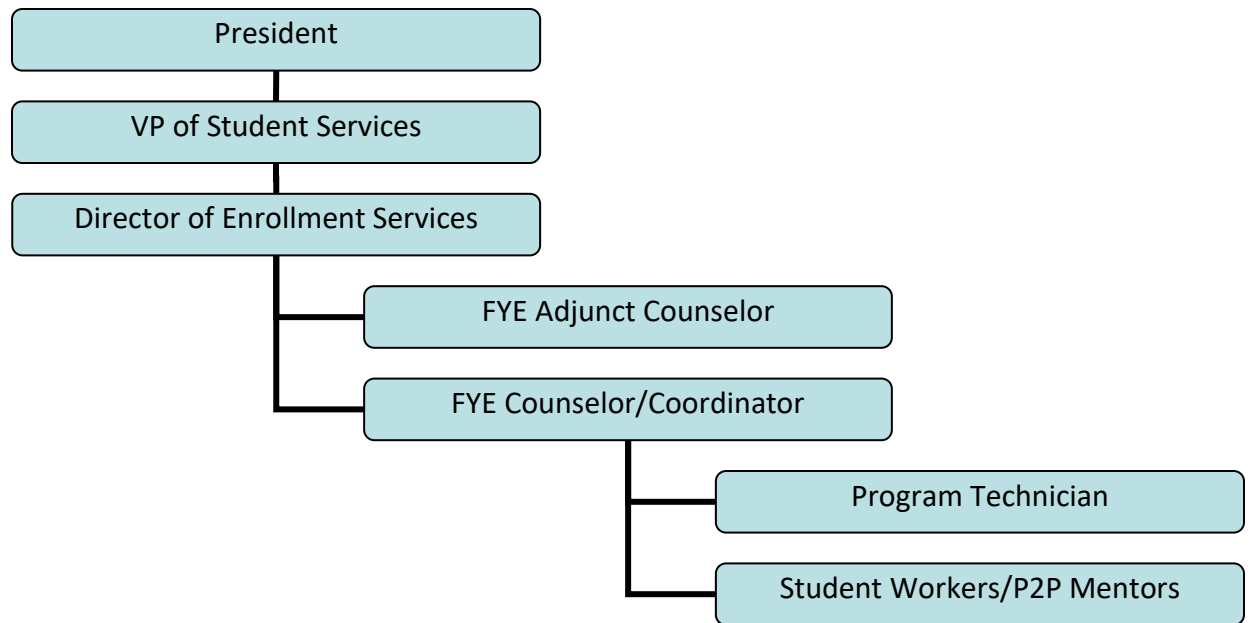
The FYE office is located in row F, room 19 (F-19). The facility consists of one common area and two offices. In 2017-2018, FYE staff consisted of one full-time Counselor/Coordinator, one part-time counselor, one part-time technician, and student workers. The program has an adequate facility to conduct business. However, an additional part-time Program Technician is needed to keep the office open during peak times. Ideally, each Program Technician would be responsible for conducting student check-ins and contacting students to schedule counseling appointments for 2-3 communities. Thus creating a case management approach to serve students. It is recommended that a budget enhancement is provided to fund ten P2P mentors each fall and spring. Currently, P2P Mentors are funded with Student Equity funds. The FYE program can continue to collaborate with the Transfer & Career Center to offer college/university tours.

2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

For 2017-2018, the FYE staff consisted of (1) Coordinator/Counselor (33.75 hours), (1) adjunct counselor (20 hours), (1) program technician, and student workers (15 hours). The counseling component is much higher than that leaving insufficient time to focus on the big picture, relationship building, case management, faculty/student recruitment, and program planning aspects of the program. Hiring adequate support staff would allow the Coordinator/Counselor time to perform their core workload including professional

obligations. This would also allow the creation of a student success network essential for student's sense of belonging; hence, increase retention and persistence rates.

Chart 1: Organizational Chart



3. Describe the personnel needs for the next four years.

The FYE program would benefit by having a full time counselor to see students to develop their comprehensive educational plan and provide intervention services. Student population is growing and we need to make sure all students have an opportunity to see the counselor. Also, another benefit for the FYE program is to have two part-time Program Technicians for office support and community follow-up. A budget enhancement to fund ten P2P Mentors (peer mentors) each fall and spring to support classroom instruction, work with students outside-of-class and be a resource for current FYE students.

Table 5: FYE Personnel Needs in the Next 5 Years

Position	No. of Positions	No. of Hours	Full/Part Time	Cost	Main Function
FYE Counselor Coordinator	1	33.75 hrs./week	FT	\$44,000	Program planning & development, recruitment, and committee participation
Program Technician	2	25 hrs./week	PT	\$36,000	Technical administrative support
Adjunct Counselor	2	20 hrs./week All terms	PT	\$44,000	Counseling, recruitment, workshops, and presentations
Student Workers	3	20 hrs./week	PT	\$16,920 Federal Work-Study	Clerical –data entry, phone calls, copies, presentation, etc.
P2P Mentors	10	10 hrs./week	PT	\$38,400 Federal Work-Study	Peer Mentoring – Tutoring, campus referrals, presentations, in-class assistance, etc.

4. Describe facilities needs for the next four years.

The FYE program has been located in F-19. However, in the future F row will be under construction so the FYE program will need a space that can accommodate not only FYE personnel staff, but also continue to accommodate the needs of the students. The facility will need private office spaces for the counselors and coordinator. It will also need a common area for the computer lab and provide students with a space to complete homework. FYE Program will move to the new Student Services building in 2022.

5. Describe the equipment (including technology) needs for the next four years.

The program receives a steady amount of students on a weekly basis in the center and many of those students utilize FYE computers. The FYE program purchased 4 desktop computers in fall 2018. Desktops should be replaced on a rotating basis to be able to incur costs without affecting other services. The FYE program will need new computers and a student computer space. The program also provides students with access to a copier/printer to print their homework and assignments.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

Hours of Operation

Monday, Tuesday, Thursday: 8:00 a.m. – 4:30 p.m.

Wednesday: 8:00 a.m. – 6:30 p.m.

Friday: 8:00 a.m. – 12:00 p.m.

Peak Registration Hours of Operation

Monday, Tuesday, Wednesday, Thursday: 8:00 a.m. – 6:30 p.m.

Friday: 8:00 a.m. – 4:30 p.m.

The limited staff is able to keep the office and center open during normal hours of operation unless there are meetings or other professional obligations. Additional staff would ensure that office can remain open with the supervision of at least one staff member. However, another Program Technician is needed during Peak Registration to ensure the office is opened.

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

The external factors that are most pressing in state law has been the passing of the Student Success Support Programs SSSP Act. FYE has been proactive in ensuring that we meet the criteria as it relates to assessment, orientation, and educational planning. One of the

most important areas is for FYE to work closely with Outreach and School Relations to visit high schools to present the program and encourage students to join.

Assembly Bill 705 and the adaptation of multiple measures at Compton College affects student placement into an FYE learning community. As students are getting cleared to take higher level English and Math courses before they may be ready, it is essential for the FYE program to provide extensive support in a student's first year at college. The program ensures that there is open communication with faculty, counseling appointments to check student progress, progress grade reports, and a referral system to ensure students are taking advantage of their resources.

The Compton Promise Program at Compton College is restructuring the student population that the FYE program serves. The Compton Promise Program attempts to alleviate some financial barriers that may prevent students from pursuing higher education. For 2018-2019, students from the Compton Unified School District (CUSD) that attended Compton College in the Fall after their high school graduation could have been eligible to have their enrollment fees waived for their first year. Students participating in the Compton Promise Program were required to apply to support programs such as FYE. As a result, the FYE student population for the 2018-2019 academic year was primarily first time college students. Resources to help new student's transition into Compton College included educational planning, career/transfer exploration workshops, social activities, and peer mentors in the classroom.

Service Area Outcomes (SAOs)

Please attach SAO assessment results as an appendix to the program review

1. List the program's SAOs.

FYE has three SAOs for 2017-2018 Academic Year:

SAO #1: Students who participate in the First Year Experience Program will be able to increase their knowledge and understanding of academic programs and resources available at Compton College by the end of their first semester.

The FYE Program administered an End of Year Evaluation to students during Spring 2018. There were 57 respondents across all of the FYE communities. Almost every FYE student who responded (98 percent) indicated they were enrolled in full-time, and the majority (65 percent) were currently in their second semester as of Spring 2018. The End of year Evaluation was used to answer SAO #1 and 3.

Results for the End of year Evaluation provided by Institutional Research show that most students (77 percent) agreed that they have more knowledge and understanding of academic programs after participating in FYE (average score 4.16/5.00). Although a number of students (19 percent) were neutral, very few students disagreed. Almost every student (93 percent) agreed they were more knowledgeable about resources available (average score 4.44).

SAO #2: Students who complete the First Year Experience Program will complete English 1A by the end of their first year.

Table 6: FYE English Grade Distribution – Fall 2017

Fall 2017 FYE English Course Grade Distribution

Course	A	B	C	F	P	NP	W	Total	Success	Retention
All Communities	14	9	7	4	74	15	20	143	73%	86%
Community A										
ENGL-1A 9348	0	8	5	3	0	0	1	17	76%	94%
Community B										
ENGL-1A 9350	14	1	2	1	0	0	1	19	89%	95%
Community C										
ENGL-RWA 9325	0	0	0	0	11	9	8	28	39%	71%
Community D										
ENGL-RWA 9324	0	0	0	0	11	6	6	23	48%	74%
Community E										
ENGL-50AR 9311	0	0	0	0	26	0	2	28	93%	93%
ENGL-50AW 9308	0	0	0	0	26	0	2	28	93%	93%

Source: Chancellor's Office MIS Data

Table 7: FYE English Grade Distribution – Spring 2018

Spring 2018 FYE English Course Grade Distribution

Course	A	B	C	D	F	W	Total	Success	Retention
All Communities	18	28	17	3	13	9	88	72%	90%
Community A									
ENGL-1C 9375	4	5	3	0	1	0	13	92%	100%
Community B									
ENGL-1C 9372	7	6	2	0	2	1	18	83%	94%
Community C									
ENGL-1A 9344	3	4	0	0	2	5	14	50%	64%
Community D									
ENGL-1A 9345	0	8	6	0	4	1	19	74%	95%
Community E									
ENGL-1A 9348	4	5	6	3	4	2	24	63%	92%

Source: Chancellor's Office MIS Data

Note: "A, B, C, D, F" refers to the final letter grade received in a given course. "W" refers to a "Withdrawal" from the course after the last day to drop the course has already passed.

The "Success Rate" is the number of passing grades (A, B, or C) divided by the total number of grades. The "Retention Rate" is the number of students who did not Withdraw (did not receive a W) divided by the total number of grades.

SAO #3: Students who complete the First Year Experience Program will have a deeper understanding of the steps needed to transfer to a four-year institution by having a comprehensive educational plan which list all the courses needed in order complete their transfer program.

Almost every student indicated their educational goal is to transfer with an associate degree (82 percent) or to transfer without one (7 percent), and the remaining students were either undecided or skipped the question. Similarly, many students (84 percent) agreed they were more knowledgeable about the steps needed to transfer to a four-year institution (average score 4.25).

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

The 2017-2018 SAOs were developed in collaboration between the Director of Enrollment Services, FYE Coordinator/Counselor, and the FYE faculty.

3. How often are the SAOs assessed and who is engaged in the discussion?

2014-2015: Not evaluated

2015-2016: Not evaluated

2016-2017: Not evaluated

2017-2018: SAOs were assessed at end of academic year. Director of Enrollment Services, FYE Counselor/Coordinator, and Adjunct Counselor were engaged in the discussion.

4. What has been done if the SAO assessment results were not as anticipated?

Since FYE is an academic program and works with student services on campus to ensure student retention and success, any SAO assessment results that were not anticipated are discussed with Director of Enrollment Services, Student Support Services, and FYE faculty. Based on that conversation, changes are implemented to improve with those results.

5. Where are the SAOs assessment results shared with staff, students, and the public?

SAO results are shared via e-mail with FYE Faculty.

6. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

The SAO assessment results have not indicated the need to change or modify components of the program. However, it is recommended to break SAO #3 into two.

Current SAO #3: Students who complete the First Year Experience Program will have a deeper understanding of the steps needed to transfer to a four-year institution by having a comprehensive educational plan which list all the courses needed in order complete their transfer program.

Recommendation SAO #3: Students who complete the First Year Experience Program will have a deeper understanding of the steps needed to transfer to a four-year institution.

Recommendation SAO #4: 100 percent of FYE students will have a comprehensive educational plan on file which lists all the courses needed in order complete their transfer program by the end of their first year.

Moreover, the Chancellor's Office Vision for Success and new funding formula, mandates that students complete transfer level English and mathematics by the end of their first year. Given these changes, FYE must add an SAO that tracks students' successful completion of English AND mathematics during their first year at Compton College.

Recommended SAO #5: The First Year Experience Program will support students in their efforts to complete transfer level English and Math courses by the end of their first year.

Program Improvement

1. What activities has the program engaged in to improve services to students?

The program engages in a number of services to improve services starting with providing pathways from basic skills to college level courses within one academic term. The program is experimenting with accelerated cohort in both reading and writing. Moreover, the program

provides all incoming students with a comprehensive orientation, educational plan, and collaborating amongst campus wide services for workshops to address study skill strategies and student support services. In addition, this past summer 2017 the program worked with UCI for their Residential Transfer Enrichment Academy. This was a five-day residential experience to understand university life.

2. How have program personnel used metrics to improve program services? Provide metrics from the last four years.

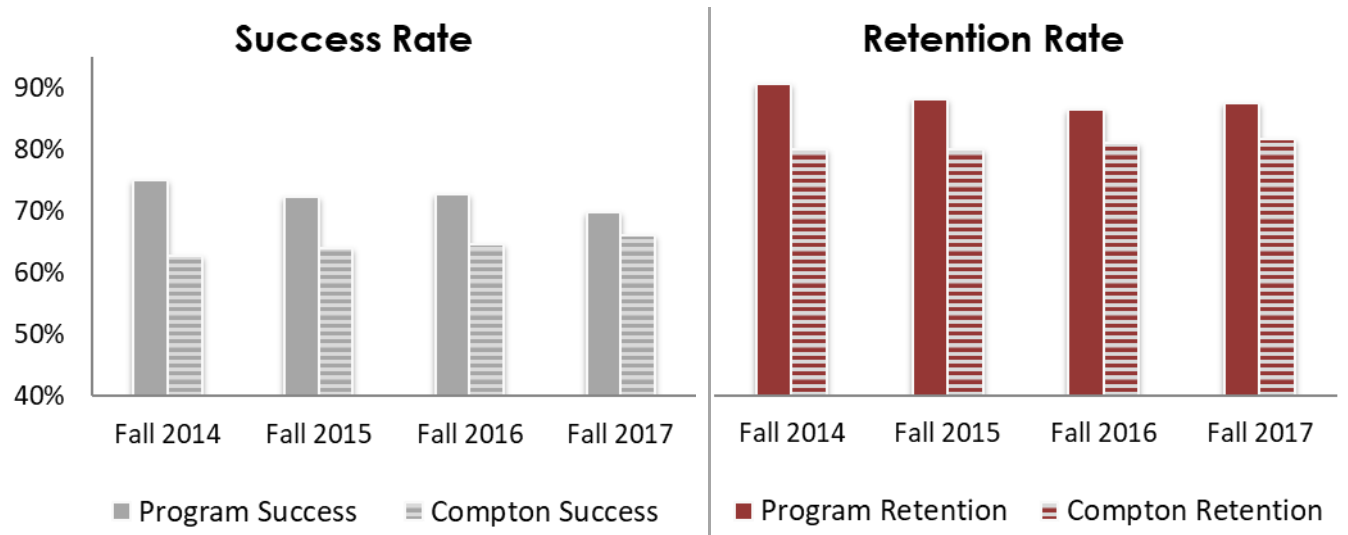
The office of Institutional Research generates a Student Services Metrics Tool each fall and spring semesters to provide success and retention rates and annual degree and certificate counts for programs under the Student Services Division. It is important to note that the getting started tab of the tool includes a note that the, “data in this tool reflects students coded as program participants during the selected term and may not reflect all students served by the program. Program leads can provide context in such cases”. This note is important because inaccurate student coding underestimates or overestimates the total number of students in a particular cohort. In the case of FYE, the number of students in the FYE cohort for fall 2014 through spring 2017 are over reported. This inference can be made by the fact that in 2014-2015 the FYE program had eight learning communities, with space for 30 students in each community. Thus, the program capacity during 2014-2015 was 240 students not 812 as reported in fall 2014. Moreover, the FYE student enrollment in fall 2017 was 110 students, not 497. It is recommended that the program enter student start and end dates into the FYE cohort each semester to maintain data integrity in success and retention reports.

Nevertheless, the available data shows that FYE students outperform students who are not part of the program in success and retention. Success is defined as the percentage of students enrolled at first census who receive a C/P or better as a final course grade. Incomplete P grades (IA, IB, IC, IPP) are also considered passing success by the Chancellor's Office. Incomplete NP (ID, IF) are not considered successful grades, but are included in retention rates. Retention is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who did not withdraw or drop.

Table 8: FYE Metrics Fall Terms

Success and Retention

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Program Success	75.0%	72.4%	72.7%	69.7%
Compton Success	62.8%	63.9%	64.6%	66.0%
Program Retention	90.6%	88.2%	86.4%	87.5%
Compton Retention	80.0%	80.0%	81.1%	81.5%



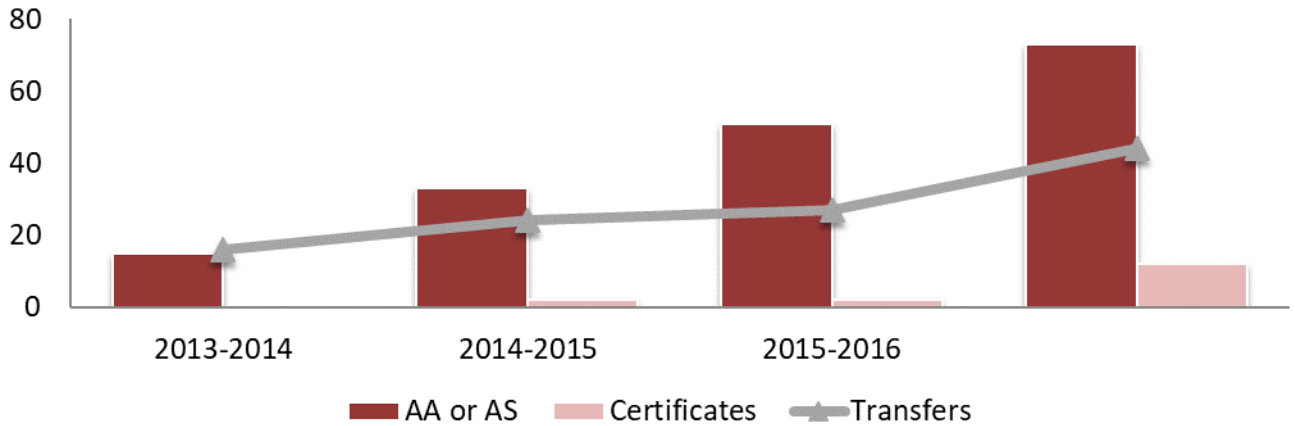
Persistence

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Enrollment	812	824	560	497
1 Term Persistence	86%	80%	81%	
2 term Persistence	64%	63%	59%	

Awards and Transfers

	2013-2014	2014-2015	2015-2016	2016-2017
AA or AS	15	33	51	73
Certificates	-	2	2	12
Transfers	16	24	27	44
Compton AA or AS	262	316	386	493
Compton Certificates	96	104	179	178
Compton Transfers	542	478	516	615

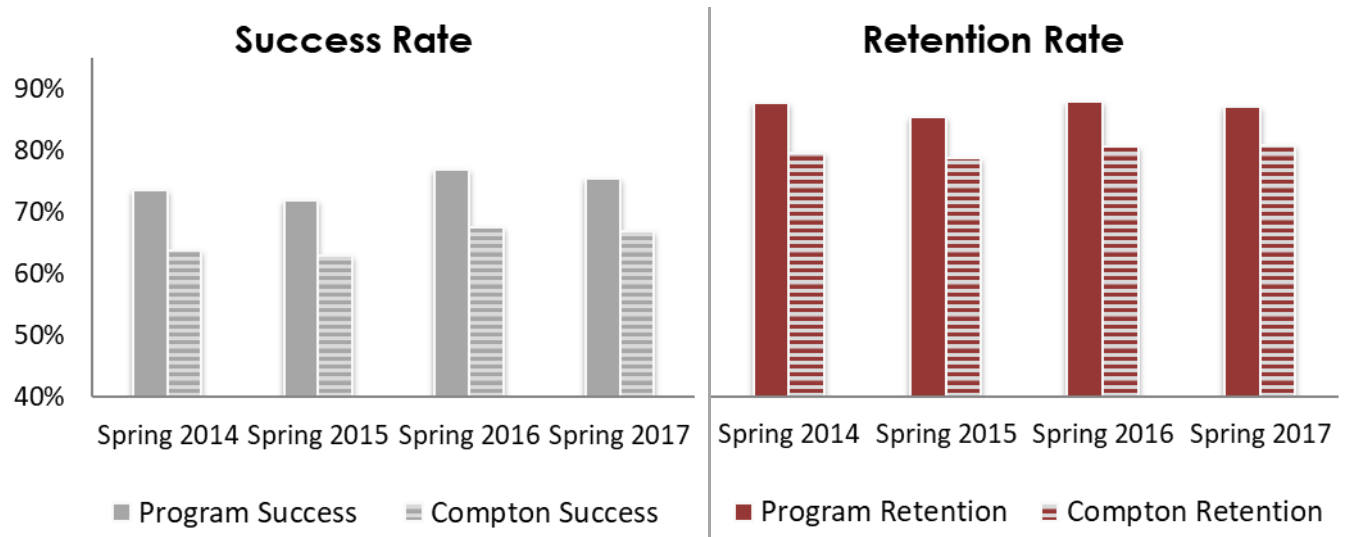
Awards and Transfers



**Table 9: FYE Metrics
Spring Terms**

Success and Retention

	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Program Success	73.5%	71.9%	76.9%	75.4%
Compton Success	63.7%	62.9%	67.6%	66.8%
Program Retention	87.7%	85.4%	87.9%	87.0%
Compton Retention	79.5%	78.8%	80.7%	80.9%



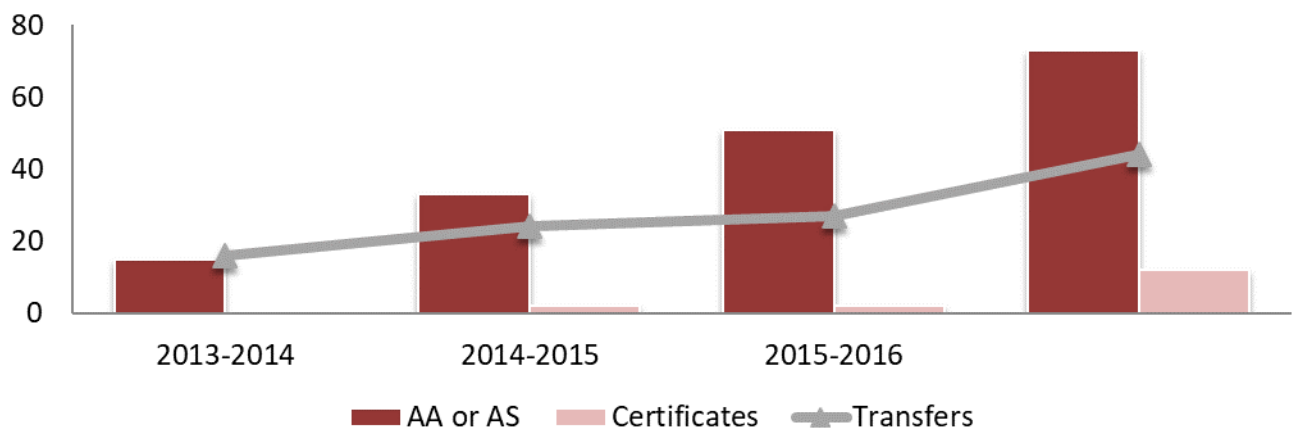
Persistence

	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Enrollment	488	624	402	376
1 Term Persistence	78%	71%	80%	73%
2 term Persistence	69%	58%	69%	

Awards and Transfers

	2013-2014	2014-2015	2015-2016	2016-2017
AA or AS	15	33	51	73
Certificates	-	2	2	12
Transfers	16	24	27	44
Compton AA or AS	262	316	386	493
Compton Certificates	96	104	179	178
Compton Transfers	542	478	516	615

Awards and Transfers



3. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

It is difficult to explain patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics given the fact that the total number of students in the FYE cohorts are over reported. It is recommended that the program enter student start and end dates into the FYE cohort each semester to maintain data integrity in success and retention reports of future cohorts.

Customer Service

1. How was the survey conducted? Please include a copy of the survey to the appendix.

The FYE Program administered an End of year Evaluation to students during Spring 2018. There were 57 respondents across all of the FYE communities. Almost every FYE student who responded (98 percent) indicated they were enrolled in full-time, and the majority (65 percent) were currently in their second semester as of Spring 2018. The End of year Evaluation was used to answer SAO #1 and 3.

2. What were the major findings of the customer service survey?

- About 85 percent of the surveyed FYE students participated in the FYE New Student Orientation.
 - Among those students, 42 percent said the orientation was extremely valuable, and 39 percent said the orientation was valuable.
 - The average score for the FYE orientation was 3.40/4.00, meaning most students (81 percent) gave a positive rating above the midpoint of the scale. There were no students who selected “not valuable at all” for this question.
- When asked about how much FYE helped students with their transition from high school to college, most students (86 percent) gave positive responses above the midpoint (i.e., “Helpful” or “Very Helpful”).
 - The average score was 3.50/4.00, although there were a few students who gave negative responses.
 - Almost every student (96 percent) gave a positive response about the assistance they received in registering for FYE courses (average score 3.68).
 - Almost every student (96 percent) also gave a positive response about the quality of counseling they received (average score 3.65), and there were no students who selected the “Not Helpful” option for this question.

- The majority of students (77 percent) said the student/transfer activities were at least “Helpful”, although a number of students (21 percent) answered below the midpoint for this question (average score 3.11).
- Among these questions regarding FYE services, the highest-rated aspects were the quality of registration assistance (3.68) and counseling (3.65), while the lowest-rated aspects were the student/transfer activities (3.11).
- The majority of FYE participants in this sample (89 percent) indicated their overall experience with the FYE program was positive
 - Most of these students selected the “Strongly Agree” option (79 percent). There were only a few students who selected the “Neutral” or “Disagree” options, and no students selected the “Strongly Disagree” option (average score 4.71).
- Most students (91 percent) also indicated they would recommend the FYE program to other new students
 - 84 percent of these respondents selected the “Strongly Agree” option. There were a few students who selected “Neutral”, and only one student strongly disagreed
 - The average score for recommending the FYE program was 4.75/5.00.
 - Two of the highest-rated aspects with the strongest agreement on the entire survey were the overall experience (4.71) and the likelihood of recommending FYE to other students (4.75).

3. Describe exemplary services that should be expanded or shared with other programs.

The linked course model can be expanded. A large number of FYE students (77 percent) agreed the linked classwork between the two courses was helpful (average score 4.00). Likewise, most students (89 percent) agreed that they could apply concepts from one course to other courses (average score 4.27). Most students (93 percent) agreed that they had opportunities to work with classmates during class (average score 4.52). Many students (72 percent) felt they were an essential member of their FYE community, although a number of students (12 percent) disagreed with this sentiment (average score 4.02). Most students (86

percent) indicated they developed friendships in their FYE courses (average score 4.44). Most students (88 percent) agreed that they could approach other students in class for help, and there were no students who disagreed with this statement (average score 4.51). The majority of students (68 percent) studied with classmates outside of class, and a number of students (18 percent) indicated they did not (average score 3.91). Still, most students (91 percent) indicated they enjoyed going to classes with the same group of students, and no respondents disagreed with this statement (average score 4.58).

4. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Conclusions and Recommendations

Only include information previously referenced in the program review

1. Summarize the program's strengths.

- The FYE program is successful in helping students with their transition from high school to college.
- FYE students report being satisfied with the assistance received in registering for FYE courses, counseling services, and support provided by the P2P mentors.
- Collaboration with on and off campus departments
- Collaboration with teaching faculty

2. Summarize the program's areas that need improvement.

- One additional program technician is needed to assist with office coverage, particularly during peak registration when offices are open for 50 hours per week for 4 weeks each semester.
- A budget enhancement to hire ten P2P mentors to work 15 hours per week for 16 weeks each fall and spring semesters to provide peer and classroom support
- Strengthen transfer related activities
- Enter start and end dates to students each fall and spring semesters to have accurate data for reporting purposes

3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.

1. Enter students start and end dates on a semester basis, no cost
2. One additional program technician to assist with office coverage
3. Budget enhancement to hire 10 P2P mentors

4. Please indicate whether the program should continue or be discontinued.

Continue Program

Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Revised

10/18/17, 05/30/19