

Student Success Innovators Program/Initiative Description

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Program Name: First-Year Experience Program

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Primary Recipients

(Check all that apply) Employee Professional Development Grossmont Students Cuyamaca Students High School Students

Number of students/faculty (approx.) served this year: 150

Brief Description:

- **100-150 words or less**
- **Identify major project components**

Our First Year Experience program is a comprehensive and intentional approach to the first year of college whose purpose is to ensure our participants learn and persist through their first year. It not only facilitates mandatory participation in matriculation services at their High schools, but also employs other effective practices to facilitate first-year success including: full-time enrollment in math, English/ESL, and Counseling courses, counseling support, tutoring, and mentoring. Participants move through their first-year as a cohort divided into teams via their Counseling course and remain together for the year with the same team and FYE faculty member. Teams participate in FYE campus activities, thus increasing peer-to-peer interactions allowing for more engagement to occur.

The First Year Experience (FYE) program is specifically designed to assist our first generation college students and other underrepresented student population increase access, retention, persistence, success, engagement, and completion of educational goals at Cuyamaca College. We address our objectives by carrying out the following in our participants' first year of College:

- Eliminating barriers during transition from high school to college
- Mandate registration for appropriate levels of math, English or ESL and mandatory tutoring during the first two semesters allows for timely sequencing through math and English/ESL
- One-year sequence of counseling courses with an FYE instructor allows participants and faculty to build strong rapport, which allows for the faculty to identify when participants are struggling either academically or personally and intervene when appropriate
- Academic progress is monitored with progress reports during each semester and feedback from English/ESL and math faculty is utilized in the creation and implementation of academic interventions
- Class cohort model allows for students to feel supported and promotes competition amongst each of the class/teams creates a sense of unity and the desire to assist each team member to succeed
- Establishment of a career goal and an educational plan detailing future course requirements during the first year of college streamlines completion of certificates, associate degrees, and transfer to a four- year institution

Funding Source(s):

Program currently funded through the Vice President of Student Services budget and \$10,000 from the basic skills grant. The current budget is not adequate for services that are in need for optimal program success.

Evidence of Success:

Outcomes fall 2011

- 88% of participants successfully enrolled full time in the 2011 fall semester (*as compared to CC full-time enrollment fall 2011=21.8%*)
- 94% of participants successfully enrolled for both English/ESL and math
- 95.2% overall course retention (*as compared to CC student fall 2011=83.5%*)
- 72.3% overall course success (*as compared to CC student fall 2011=69.3%*)
- 44.8% participants had 3.0 or above GPA
- 12.8% participants had 2.6 - 2.99 GPA
- 15.2% participants had 2.0 - 2.59 GPA
- Mean FYE semester GPA was 2.55
- 91% of participants completed their English/ESL course
- 68% of participants successfully completed English/ESL
- 85% of participants completed their math course
- 44% of participants successfully completed math
- 98% of participants persisted onto the 2012 spring semester

Outcomes spring 2012

- 73.4% of participants successfully enrolled full time
- 93.2% overall course retention (*as compared to CC student spring 2012=83.9%*)
- 69.5% overall course success (*as compared to CC student spring 2012=70.1%*)
- 35.2% participants had 3.0 or above GPA
- 10.7% participants had 2.6 - 2.99 GPA
- 18% participants had 2.0 - 2.59 GPA
- Mean FYE semester GPA was 2.20
- 15 participants successfully completed the math requirement for their intended major
- 95% of participants completed their English/ESL course
- 70% of participants successfully completed English or ESL course
- 92% of participants completed their math course
- 47% of participants successfully completed their math course in the 2012 spring semester

The following were the basic skills outcomes for FYE in 2011-12:

fall

69% successfully passed Basic Skills English or ESL

32% successfully passed Basic Skills math

spring

68% successfully passed Basic Skills English or ESL

31% successfully passed Basic Skills math

Next Steps to Program Improvement:

As we move into our third year of existence, we would like to secure an adequate budget to provide the services our participants are in need of starting in July 2013. We have incorporated another high school and will grow the cohort to at least 185 participants for 2013-14. We would like to provide our participants with more opportunities for campus engagement and provide a more thorough process for grade checks/ progress reports and follow up for academic and or personal issues.