

FIRST YEAR COURSES: INTRODUCTION TO HEALTH CARE PROFESSIONS (AH 101)

I. ENROLLMENTS

ENROLLMENT - OVERALL

	2016-17	2017-18	2018-19	2019-20	Change from first year to 2019-20
AH 101	1,020	1,226	1,147	1,159	+14%
BUSL 101	-	787	871	873	+11%
FYE 101	483	777	801	781	+62%
College	25,568	24,443	23,134	22,166	-13%

- For AH 101, the total enrollment for an academic year increased 14%. This is in contrast to the College's overall decrease of -13%.

ENROLLMENT - RACE/ETHNICITY

Academic Year	Asian			Black- Non-Hispanic			Hispanic			Other			White		
	#	%	% CCP Fall	#	%	% CCP Fall	#	%	% CCP Fall	#	%	% CCP Fall	#	%	% CCP Fall
2016-17	87	8.4%	9%	535	51.5%	47%	165	15.9%	13%	66	6.4%	8%	186	17.9%	23%
2017-18	82	6.5%	9%	663	52.5%	46%	202	16.0%	14%	83	6.6%	7%	233	18.4%	22%
2018-19	104	8.9%	10%	605	51.6%	44%	211	18.0%	15%	59	5.0%	7%	194	16.5%	22%
2019-20	133	11.3%	10%	569	48.2%	43%	209	17.7%	16%	70	5.9%	7%	199	16.9%	22%

- Black students were enrolled at a higher rate than all other racial/ethnic groups. This mirrored enrollment at the College overall. Moreover, Black students made up a larger percent of AH 101 enrollments than they did of the College. Conversely, White students comprised a lower percent of the AH 101 students.
- Changes in the percent of AH 101 students a racial/ethnic group comprised did not vary more than 4 percentage points over the four years (except for Asian students in 2017-18).

ENROLLMENT – GENDER

Academic Year	Female				Male				Difference: Male to Female	
	#	%	% CCP Fall	% HCS Fall	#	%	% CCP Fall	% HCS Fall	#	In %s
2016-17	842	81.0%	62.1%	82.7%	197	19.0%	37.9%	17.3%	-645	-62.1
2017-18	1028	81.4%	63.0%	82.1%	235	18.6%	36.9%	17.9%	-793	-62.8
2018-19	971	82.8%	64.0%	83.5%	201	17.1%	36.0%	16.5%	-770	-65.6
2019-20	1009	85.5%	65.3%	84.9%	187	14.2%	34.7%	15.1%	-822	-71.4

Note: In 2018-19, there was one student who identified as "Other;" in 2019-20, four students identified as "Other."

- Male students were underrepresented since the inaugural course. For the College overall, female students made up the majority of students with at least 63% each year.
 - The equity gaps between females and males ranged from 63 to 71 points.
- While this difference was much greater than that for the College, examining enrollments for the largest program requiring AH 101, Health Care Studies, provides additional context.
 - Overall, enrollments for female and male students in AH 101 were within 2 percentage points of the enrollments in the Health Care Studies program.
- Over a four-year period, there was a decrease in percent of enrollment comprised by male students, which was seen for both College and Health Care Studies enrollments.

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ENROLLMENT - PELL RECIPIENTS

Academic Year	Non-Pell			Pell			Difference: Pell to Non-Pell	
	#	%	%CCP Fall	#	%	%CCP Fall	#	In %s
2016-17	194	18.7%	28.1%	845	81.3%	71.9%	651	62.7
2017-18	238	18.8%	29.0%	1025	81.2%	71.0%	787	62.3
2018-19	236	20.1%	31.5%	937	79.9%	68.5%	701	59.8
2019-20	419	34.7%	30.2%	770	65.3%	69.8%	351	30.5

- The percent of non-Pell (19%) and Pell (81%) students in AH 101 was consistent for the first two years.
- In 2019 and 2020, the percent of students who were Pell grant recipients declined by 2 and then by 14 percentage points, respectively.
- Pell recipients made up a larger proportion of AH 101 enrollments compared to the College for the first three years, even though it decreased in 2018-19. It further decreased in 2019-20 so that Pell recipients were represented less in AH 101 courses than at the College overall.

ENROLLMENT - TIME STATUS

Academic Year	Full-time			Part-Time			Difference: PT to FT	
	#	%	%CCP Fall	#	%	%CCP Fall	#	In %s
2016-17	585	56.3%	27.0%	454	43.7%	73.0%	-131	-12.6
2017-18	659	52.4%	29.4%	604	47.8%	70.6%	-55	-4.4
2018-19	640	54.5%	29.1%	533	45.4%	70.9%	-107	-9.1
2019-20	624	52.8%	26.3%	556	47.1%	73.7%	-68	-5.8

- Full-time students were served at a higher rate than part-time students.
- Part-time students were disproportionately underrepresented in AH 101 courses compared to the College enrollment overall. The proportion of full-time students enrolled in AH 101 was 5 to 13 percentage points more than the part-time students.
- The percent of part-time students in AH 101 increased overall by 3 percentage points, mirroring the increase for the College.

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II. FIRST-YEAR EXPERIENCE COURSE TAKING BEHAVIORS

It is recommended that for programs which require a first-year experience course, students attempt that course within their first 12 credits.

This data encompasses new, first-time students entering the College from 2016-27 through 2019-20 in programs that require a first-year experience course. Data was collected up through Spring 2021.

AH 101 within First 12 Credits – Equity Analysis

Race/Ethnicity	2016-17	2017-18	2018-19	2019-20
Asian	22.7%	19.2%	16.7%	27.1%
Black Non-Hispanic	29.1%	23.5%	23.9%	23.9%
Hispanic	28.3%	27.0%	30.6%	29.3%
Other/Unknown	27.3%	29.2%	13.7%	23.6%
White Non-Hispanic	27.1%	25.9%	26.6%	23.0%
Total AH 101	27.2%	24.0%	23.1%	23.6%

- Overall, the percent of students completing AH 101 within their first 12 credits decreased by 3 percentage points from the 2016-17 cohort (27.2%) to the 2019-20 cohort (23.6%).
- Among the three largest racial/ethnic subgroups (Black, Hispanic, and White), White students were least likely to attempt the course within their first 12 credits.
- For the 2016-17 cohort, Black students had the highest likelihood of taking the course within the first 12 credits; the percent then decreased to about 24% for the following years, reflecting the overall decrease for AH 101.
- Since the 2017-18 cohort, Hispanic students were the most likely to complete AH 101 within their first 12 credits.

Credit Distribution of Students Taking First Year Courses

Course	2016-17		2017-18		2018-19		2019-20	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
AH 101	13.12	12	16.92	12	19.26	12	21.75	13

- The median credit load at which students attempt AH 101 trended around 12 and 13 credits.
- The mean credit load at which students attempted AH 101 trended upward: 13.12 to 21.75 credits.
- This indicates that each subsequent cohort waited longer to take AH 101.

Credit Distribution of Students Taking First Year Courses After 12 Credits

Course	2016-17		2017-18		2018-19		2019-20	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
AH 101	18.75	18	23.89	21.5	27.95	24	31.26	25

- The mean credit load at which students attempted AH 101 trended upward, increasing from 8.75 to 31.26 credits.
- If a student did not attempt the course in their first 12 credits, on average each cohort took the course later than the previous cohort.

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III. COURSE PASS RATES

AH 101 PASS RATE

Academic Year	# Passed	AH 101 Pass Rate
2016-17	805	77.4%
2017-18	968	76.4%
2018-19	898	76.5 %
2019-20	928	78.6%

Note: For all course pass rate data, A,B, and C grades are considered passing grades.

- Pass rates have remained consistent, with an increase from 77% to 79% over the four years.

PASS RATE - RACE/ETHNICITY

Academic Year	Asian		Black- Non-Hispanic		Hispanic		Other		White		AH 101 Students
	#	%	#	%	#	%	#	%	#	%	
2016-17	77	88.5%	376	70.3%	130	78.8%	55	83.3%	167	89.8%	77.4%
2017-18	68	82.9%	482	72.7%	153	75.7%	68	81.9%	195	83.7%	76.4%
2018-19	90	86.5%	438	72.4%	169	80.1%	43	72.9%	158	81.4%	76.5%
2019-20	117	88.0%	419	73.6%	168	80.4%	53	75.7%	171	85.9%	78.6%

- Black students were enrolled (see table above) at the highest number and had the lowest pass rate of all racial/ethnic groups. The pass rate did increase by 3 points from 2016-17 to 2019-20.
- Overall, the changes in the AH 101 pass rate were reflected in the changes for pass rates for Black and Hispanic students: both groups saw a slight increase in the pass rates from 2016-17 to 2019-20.
- The equity gap decreased for both Black and Hispanic students compared to White students from 2016-17 to 2019-20: from -20 points to -12 points for Black students and from -11 points to -6 points for Hispanic students.

PASS RATE – GENDER

Academic Year	Female		Male		Other		All AH 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
2016-17	647	76.8%	158	80.2%	-	-	77.4%	3.3
2017-18	795	77.3%	151	72.7%	-	-	76.4%	-4.6
2018-19	763	78.5%	135	67.1%	0	0%	76.5%	-11.4
2019-20	803	79.5%	123	73.6%	2	50.0%	78.6%	-5.9

- For the 2016-17 cohort, male students had a higher pass rate than female students by about 3 points.
- For the remaining three cohorts, female students had higher pass rates than male students. The gap was largest in 2018-19 (11 points), but decreased in 2019-20 (6 points).

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PASS RATE - PELL RECIPIENTS

Academic Year	Non-Pell		Pell		All AH 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
2016-17	162	83.5%	643	76.0%	77.4%	-7.5
2017-18	191	80.3%	775	75.6%	76.4%	-4.6
2018-19	183	77.5%	715	76.3%	76.5 %	-1.2
2019-20	285	69.5%	643	83.5%	78.6%	14.0

- Except for 2019-20, non-Pell students had higher pass rates than Pell recipients. Over the first three years, the difference decreased each year, from 8 points to 1 point.
- In 2019-20, pass rates for Pell recipients increased by 8 points from the previous year, while it declined by 8 points for non-Pell students, thus reversing the equity gap.

PASS RATE- TIME STATUS

Academic Year	Full-time		Part-Time		All AH 101 Students	Difference: PT to FT
	#	%	#	%		
2016-17	459	78.5%	346	76.2%	77.4%	-2.3
2017-18	507	76.9%	459	76.0%	76.4%	-0.9
2018-19	488	76.3%	410	76.9%	76.5 %	0.6
2019-20	476	76.3%	452	81.3%	78.6%	5.0

- The pass rate for part-time students increased over the four years by 5 points, while the pass rate decreased for full-time students by 2 points.
- While part-time students had lower pass rates in the first year, the equity gap was less than one percentage point for the next two cohorts.
- Part-time students had the higher pass rate in 2019-20 by 5 percentage points.

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IV. FALL-TO-SPRING PERSISTENCE

OVERALL FALL-TO-SPRING PERSISTENCE

Cohort	# AH 101 Students Persisted	Fall-To-Spring Persistence Rate	All FTIC Students Fall-to-Spring Persistence Rate
Fall 2016 Cohort	853	82.1%	73.7%
Fall 2017 Cohort	1,032	81.7%	73.4%
Fall 2018 Cohort	945	80.5%	74.0%
Fall 2019 Cohort	943	79.2%	72.7%

- The fall-to-spring persistence rate was higher for students taking AH 101 than the College average each of the four years.
- The fall-to-spring persistence rate for students in AH 101 decreased each year, with an overall decrease of 3 percentage points.

FALL-TO-SPRING PERSISTENCE - RACE/ETHNICITY

Cohort	Asian		Black- Non-Hispanic		Hispanic		Other		White		All AH 101 Students
	#	%	#	%	#	%	#	%	#	%	
Fall 2016 Cohort	76	87.4%	421	78.7%	141	85.5%	52	78.8%	163	87.6%	82.1%
Fall 2017 Cohort	64	78.0%	533	80.4%	167	82.7%	71	85.5%	197	84.5%	81.7%
Fall 2018 Cohort	94	90.4%	471	77.9%	175	82.9%	46	78.0%	159	82.0%	80.5%
Fall 2019 Cohort	117	88.0%	434	76.3%	177	84.7%	54	77.1%	161	80.9%	79.2%

- Black students persisted at a slightly lower rate than the average for AH 101 students. This gap varied from -1 to -3 percentage points.
- Fall-to-spring retention of Hispanic students was consistently higher than the average for AH 101 students.
- White students experienced a large decrease in fall-to-spring persistence: from 88% in 2016-17 to 81% in 2019-20.

FALL-TO-SPRING PERSISTENCE – GENDER

Cohort	Female		Male		Other		All AH 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
Fall 2016 Cohort	693	82.3%	160	81.2%	-	-	82.1%	-1.1
Fall 2017 Cohort	855	82.7%	181	77.0%	-	-	81.7%	-5.7
Fall 2018 Cohort	800	82.3%	144	71.6%	1	100.0%	80.5%	-10.6
Fall 2019 Cohort	810	80.2%	128	77.2%	4	100.0%	79.2%	-3.0

- Female students had higher fall-to-spring persistence rates than males each year.
- The gap ranged from -1 percentage point for the Fall 2016 cohort to -11% for Fall 2018, when the persistence rate decreased by 5 points for males. It decreased to -3 points for the most recent cohort.

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FALL-TO-SPRING PERSISTENCE - PELL RECIPIENTS

Cohort	Non-Pell		Pell		All AH 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
Fall 2016 Cohort	158	81.4%	695	82.3%	82.1%	.8
Fall 2017 Cohort	191	80.3%	841	82.1%	81.7%	1.8
Fall 2018 Cohort	190	80.5%	755	80.6%	80.5%	.1
Fall 2019 Cohort	283	69.0%	660	85.7%	79.2%	16.7

- For the first three cohorts, students who received Pell grants persisted at a higher rate than non-recipients, with the differences less than 2 points each year.
- For the Fall 2019, the persistence rate of non-Pell students decreased by 12 points, while it increased by 5 points for Pell students.

FALL-TO-SPRING PERSISTENCE - TIME STATUS

Cohort	Full-time		Part-Time		All AH 101 Students	Difference: PT to FT
	#	%	#	%		
Fall 2016 Cohort	505	86.3%	348	76.6%	82.1%	-9.7
Fall 2017 Cohort	558	84.6%	474	76.4%	81.7%	-4.6
Fall 2018 Cohort	525	82.0%	420	78.8%	80.5%	-9.1
Fall 2019 Cohort	514	82.3%	429	77.1%	79.2 %	-5.7

- Full-time students persisted at a higher rate than part-time students each year.
- Fall-to-spring persistence decreased for full-time students by 4 points over the four years, while part-time students saw a slight increase.
- Overall the gap decreased from -10 points in 2016-7 to -6 points in 2019-20.

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V. FALL-TO-FALL RETENTION

OVERALL FALL-TO-FALL RETENTION

Cohort	# AH 101 Students Retained	Fall-to-Fall Retention Rate	All FTIC Students Fall-to-Fall Retention Rate
Fall 2016 Cohort	309	55.9%	49.1%
Fall 2017 Cohort	352	53.8%	47.0%
Fall 2018 Cohort	326	58.1%	50.8%
Fall 2019 Cohort	309	57.5%	45.1%

- The fall-to-fall retention increased over the four years by about 1.5 percentage points for students in AH 101.
- The increase was not, however, steady; the rate decreased for the 2017-18 cohort, increased for the 2018-19 cohort, and then decreased slightly for the 2019-20 cohort.
- AH 101 students were retained at a higher rate than the FTIC comparison group for each Fall cohort. The difference ranged from around +7 points for the first three cohorts to +12 points for the Fall 2019 cohort.
- It should be noted that COVID-19 impacted the fall-to-fall retention rate of the Fall 2019 cohort.

FALL-TO-FALL RETENTION - RACE/ETHNICITY

Cohort	Asian		Black- Non-Hispanic		Hispanic		Other		White		All AH 101 Students
	#	%	#	%	#	%	#	%	#	%	
Fall 2016 Cohort	29	74.4%	136	48.2%	58	58.0%	15	53.6%	71	68.3%	55.9%
Fall 2017 Cohort	24	64.9%	171	51.2%	57	48.7%	18	42.9%	82	66.1%	53.8%
Fall 2018 Cohort	35	70.0%	141	53.4%	70	62.5%	14	51.9%	66	61.1%	58.1%
Fall 2019 Cohort	49	73.1%	118	47.6%	69	65.1%	19	67.9%	54	61.4%	57.5%

- While the overall fall-to-fall retention rate increased for all AH 101 students over time, only Hispanic and Other students saw an increase from 2016-17 to 2019-20 (+7 points and +14 points, respectively).
- The fall-to-fall retention rate rose for Black students for the first three cohorts (from 48% to 53%), but then fell to 48%.
 - Data has shown that Black students have been disproportionately impacted by the COVID-19 pandemic, which is seen in the fall-to-fall retention rate for the 2019-20 cohort.
- White students had higher fall-to-fall retention rates than Black students for each cohort; the equity gap decreased from -20 points for the 2016-17 cohort to -14 points for the 2019-20 cohort.
- While Hispanic students had lower fall-to-fall retention rates than White students for the first two cohorts, the equity gap reverse with high retention rates for Hispanic students for the two most recent cohorts.

FALL-TO-FALL RETENTION – GENDER

Cohort	Female		Male		Other		All AH 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
Fall 2016 Cohort	254	55.1%	55	59.8%	-	-	55.9%	4.7
Fall 2017 Cohort	288	53.8%	64	53.8%	-	-	53.8%	-0.1
Fall 2018 Cohort	279	59.2%	47	52.2%	0	0.0%	58.1%	-7.0
Fall 2019 Cohort	270	58.6%	37	50.0%	2	100.0%	57.5%	-8.6

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- The fall-to-fall retention rate decreased each year for male students, while it increased overall for female students. Male students had a higher retention rate for the 2016-17 cohort; this rate was equal for both groups the next year.
- The gap between male and female students then rose to -7 and -9 points for the two most recent cohorts.

FALL-TO-FALL RETENTION - PELL RECIPIENTS

Cohort	Non-Pell		Pell		All AH 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
Fall 2016 Cohort	54	54.5%	255	56.2%	55.9%	1.6
Fall 2017 Cohort	75	56.0%	277	53.3%	53.8%	-2.7
Fall 2018 Cohort	62	55.4%	264	58.8%	58.1%	3.4
Fall 2019 Cohort	85	40.7%	224	68.3%	57.5%	27.6

- Pell recipients had higher retention rates than non-Pell students for three of the four cohorts. Their retention rate increased by 12 points from the 2016-17 cohort to the 2019-20 cohort.
- Non-Pell students saw an overall decrease in their fall-to-fall retention rate of almost 14 points.

FALL-TO-FALL RETENTION - TIME STATUS

Cohort	Full-time		Part-Time		All AH 101 Students	Difference: PT to FT
	#	%	#	%		
Fall 2016 Cohort	214	58.0%	95	51.6%	55.9%	-6.4
Fall 2017 Cohort	216	55.8%	136	50.9%	53.8%	-4.9
Fall 2018 Cohort	227	61.2%	99	52.1%	58.1%	-9.1
Fall 2019 Cohort	214	59.3%	95	54.0%	57.5%	-5.3

- Part-time students had lower fall-to-fall retention rates than full-time students for each of the four cohorts.
- The equity gap decreased overall, from -6 points to -9 points for the Fall 2018 cohort to -5 points for the last cohort.

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VI. 200% GRADUATION RATE

200% GRADUATION RATE - OVERALL

	Fall 2016	Fall 2017	Fall 2018*	Fall 2019**
AH 101	25.5%	27.7%	21.9%	14.2%
BUSL 101	-	24.3%	25.5%	11.0%
FYE 101	25.1%	28.7%	14.0%	5.5%
College	14.6%	12.7%	9.1%	2.3%

* For the Fall 2018 cohort, 200% will be completed after August 2022.

** For the Fall 2019 cohort, 200% will be completed after August 2023.

- The final 200% graduation rate is available for the Fall 2016 and Fall 2017 cohorts.
- The 200% graduation rate rose by over 2 percentage points for students in AH 101 from Fall 2016 to the Fall 2017 cohort.
- Students in AH 101 had higher 200% graduation rates than the College: +11 points for the Fall 2016 cohort and +15 points for Fall 2017. Preliminary data for the remaining two years continue this trend.
- 200% graduation rates for the Fall 2018 and Fall 2019 cohorts will likely be impacted by COVID-19.

200% GRADUATION RATE - RACE/ETHNICITY

Cohort	Asian		Black- Non-Hispanic		Hispanic		Other		White		All AH 101 Students
	#	%	#	%	#	%	#	%	#	%	
Fall 2016 Cohort	25	29.1%	110	21.1%	48	29.3%	20	31.3%	57	30.8%	25.5%
Fall 2017 Cohort	35	43.8%	169	27.0%	42	22.1%	16	20.3%	71	31.3%	27.7%
Fall 2018 Cohort	34	33.7%	97	17.2%	41	20.6%	16	28.1%	55	29.6%	21.9%
Fall 2019 Cohort	16	12.8%	75	14.2%	18	9.2%	8	12.5%	40	21.1%	14.2%

- While the 200% completion rate is not yet final for the Fall 2018 and Fall 2019 cohorts, rates can be compared between subgroups to determine if there are any equity gaps in their progress.
- The finalized 200% completion rate did increase from the first to the second cohort for both Asian (+15 points), Black (+6 points), and White (+<1 point) students.
- The equity gap between Black and White students fluctuated from -4 to -12 points; the gap was -7 points for the Fall 2019 cohort.
- The equity gap between Hispanic and White students grew each year: from -1.5 points to -12 points (for preliminary data for Fall 2019 cohort).
- The equity disparities mirror data that indicates minority students were disproportionately impacted by COVID-19.

200% GRADUATION RATE -- GENDER

Cohort	Female		Male		Other		All AH 101 Students	Difference: Male to Female
	#	%	#	%	#	%		
Fall 2016 Cohort	209	25.3%	51	26.3%	-	-	25.5%	1.0
Fall 2017 Cohort	277	28.3%	56	25.0%	-	-	27.7%	-3.3
Fall 2018 Cohort	204	22.0%	39	21.7%	0	0.0%	21.9%	-0.3
Fall 2019 Cohort	136	14.4%	21	13.5%	0	0.0%	14.2%	-1.0

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- Male students had a higher 200% graduation rate for the Fall 2016 cohort than females (+1 point); it then fell for the following cohort.
- The equity gap between male and female students began with the Fall 2017 cohort when the graduation rate for female students increased by 3 points. The equity gap decreased for the next two cohorts.

200% GRADUATION RATE - PELL RECIPIENTS

Cohort	Non-Pell		Pell		All AH 101 Students	Difference: Pell to Non-Pell
	#	%	#	%		
Fall 2016 Cohort	39	20.1%	221	26.8%	25.5%	6.7
Fall 2017 Cohort	53	23.0%	280	28.8%	27.7%	5.7
Fall 2018 Cohort	50	22.2%	193	21.9%	21.9%	-0.4
Fall 2019 Cohort	37	9.6%	120	16.7%	14.2%	7.1

- Pell recipients had a higher finalized 200% graduation rate than non-Pell students for the first two cohorts (+7 points for the Fall 2016 cohort and +6 points for the Fall 2017).
- The preliminary data for the Fall 2018 cohort showed little difference, with a higher preliminary rate for Pell recipients for the Fall 2019 cohort.

200% GRADUATION RATE - TIME STATUS

Cohort	Full-time		Part-Time		All AH 101 Students	Difference: PT to FT
	#	%	#	%		
Fall 2016 Cohort	170	29.6%	90	20.2%	25.5%	-9.3
Fall 2017 Cohort	161	25.5%	172	30.1%	27.7%	4.6
Fall 2018 Cohort	138	22.7%	105	21.0%	21.9%	-1.6
Fall 2019 Cohort	63	10.8%	94	18.0%	14.2%	7.2

- Equity gaps existed for part-time students for the Fall 2016 (-9 points) and Fall 2018 (-2 points) cohorts.
- For the finalized 200% completion rate for the Fall 2017 cohort, part-time students had a higher completion rate. They also have a higher preliminary rate for the most recent cohort.