

# INCREASING STUDENT SUCCESS

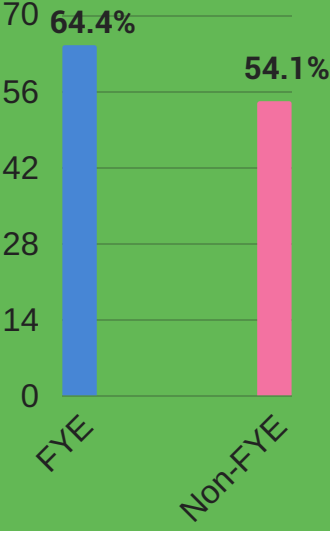
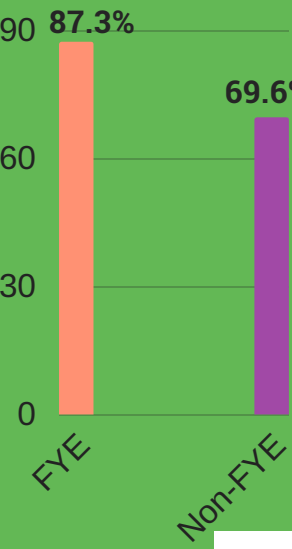
## THROUGH FIRST-YEAR EXPERIENCE COURSES

### INCREASED RETENTION AND PERSISTENCE

#### Retention Rate from First to Second Year

Widener University  
(Bushko, 1996)

Bronx Community College  
(Karp et al., 2015)



“FYS participation has statistically significant and substantial positive effects on a student’s successful transition to college and the likelihood of persistence into the second year ”

Pascarella & Terenzini (2005)

### INCREASED GRADUATION RATES



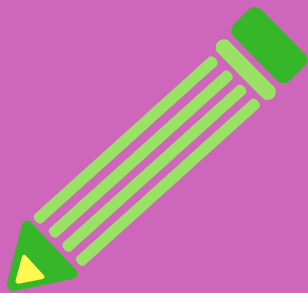
Students who take FYE courses are **17 percent more likely to graduate** than those who have not taken the course and **11 percent more likely to graduate on time**

Leeger (2012)

Across all ability levels

FYE courses contribute to a higher graduation rate

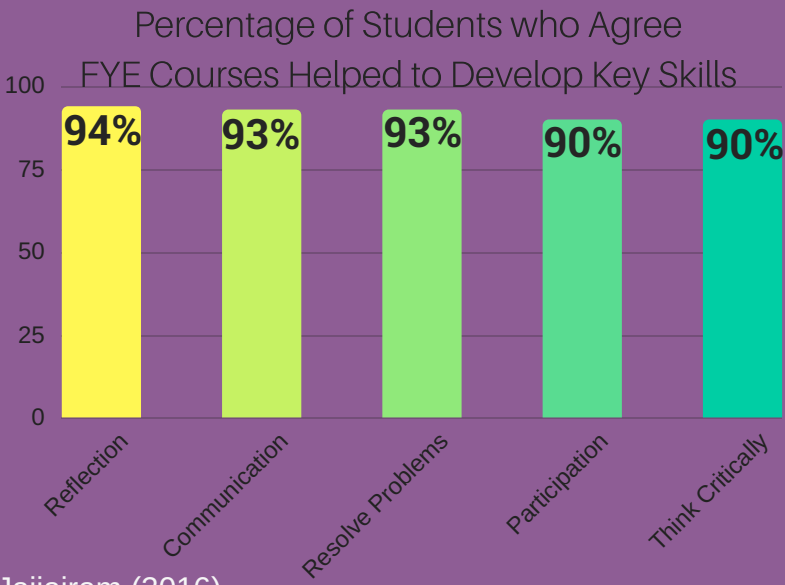
Miller & Lesik (2015)



### IMPROVED ACADEMIC EXPERIENCE

*First-year students who take the FYE course and perform well are more likely to achieve better grades as sophomores or juniors.*

Jaijairam (2016); Karp et al. (2015)



Jaijairam (2016)



FYE students reported that they are more likely to engage in good classroom practices such as speaking up in class, collaborating with other students, and attending class regularly

Keup & Barefoot (2005)

### SENSE OF BELONGING



First-year seminar students reported that they are more engaged in the campus community and more likely to develop close friendships with other students, as well as to experience greater interaction with faculty

Keup & Barefoot (2005)



Students agree that the FYE course enabled them to be more involved in campus activities



Students agree that the FYE course enabled them to expand their network of friends

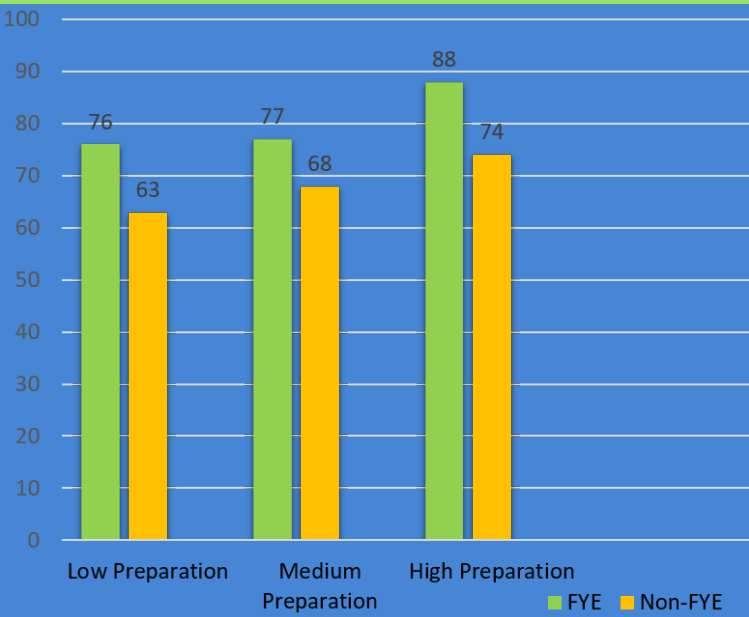
Jaijairam (2016)

# ALL STUDENTS BENEFIT FROM FYE COURSES

Students of *all* ability levels who take the FYE course benefit in ways such as increased confidence, study skills, and awareness of resources (Howard & Jones, 2000).

Students of ALL ability levels who take the FYE course are more likely to persist.

Retention Rate  
by Level of  
Academic Preparation  
  
Miller, Janz, & Chen (2007)

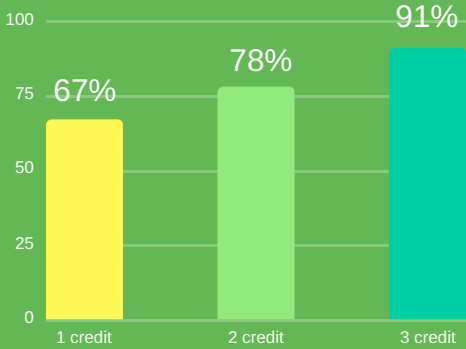


## FYE Course: How Many Credits?

After shifting from a 1-credit first-year seminar to a more academically rigorous 4-credit course, the University of Mount Union reported increased retention and student engagement (Du, 2016)



At Cincinnati State Technical and Community College, students consistently rate the overall FYE course experience as more positive when the course is 3 credits versus 1 or 2 credits. (2014)



*One-credit courses can also have a demotivating impact on students and instructors.*

Jessup-Anger (2011, p. 107)

## SHOULD FYE COURSES BE DISCIPLINE SPECIFIC?

### Retention and Grades



No differences between first to second year retention rates and first year GPA for discipline specific courses versus general sections of the FYE course

### Success Factors



Students in the general sections had significantly **HIGHER** rates of **Outside of Class Engagement** and **Knowledge of Campus Policies** as compared to discipline specific courses

Friedman & Marsh (2009)

## FYE COURSE AND CAREER PLANNING



Students taking an FYE Course reported having a better sense of career options

Jaijairam (2016)