



Los Rios Community College District



Key Performance Indicators

May 19, 2014

FLC Office of Institutional Research

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Key Performance Indicators

Supporting institutional planning processes, Key Performance Indicators (KPIs) are used to monitor how effectively our planning activities/strategies are moving the college towards the achievement of its goals. In effect, they serve as one of the college's numerous institutional assessment mechanisms for measuring how well the college attracts students to attend, optimizes the mix of curriculum and services necessary to help students achieve their educational goals, develops degree and certificate programs that students and industry need, and prepares students to transfer.

These reports may be of particular value to the college's various planning groups (the participatory governance committees and the planning documents that they typically prepare) as each attempts to ascertain how well their respective planning activities and strategies have affected enrollments, course success rates, and completions. In addition, they may prove useful in providing support for unit department plans and even selected student learning outcomes or service area outcomes. Further, they provide a source for performing simple "gap analyses" aimed at identifying potentially underserved or underperforming student groups.

KPIs are intended to be high level reports only. That is, they are not intended to provide exhaustive detail in any indicator area. While the included break outs provide some "drill down" capability in a given topic area, additional or related detail may be obtained by submitting a request to FLC's Office of Institutional Research (OIR).

Report Layout

Each KPI report shows longitudinal data across five years and a selection of break outs (e.g., site, course type, gender) believed to be of particular value to a given topic area while still meeting the physical requirements of this particular reporting format.

At the top of each report is a mapping table specifying activities and strategies found in FLC's various planning documents which are supported by a particular KPI. These mappings were included to assist the college's planning groups in identifying which KPIs may be of

particular value in their assessments/evaluations and for determining the extent to which current goals are being achieved.

Where applicable, endnotes appear at the bottom left corner of the facing pages which provide relevant details and source information.

Caveats/Notes

- Trend indicator arrows along the right margin of each report's data describe cumulative trends over the most recent 3 year time slice, and so may not accurately represent increases or decreases taking place *within* the 3 year time slice.
- Trend indicator arrows for a given row may mask activity taking place at lower levels of detail that it merely summarizes. That is, the trend arrow may point upward for the "1st time freshmen" row of the report, but this could hide the fact that the trend might actually be negative for, say, *African American* "1st time freshmen."
- The "Basic Skills courses only" row in the Course Success Rate and selected other KPIs is *not* an average of English and math basic skills statistics as it also includes ESL and other basic skills classes. See report footnotes for details.
- The "Basic Skills, all" label shown in selected Course Type graphs reflects all of the college's basic skills offerings, not just English and math basic skills classes.
- The Progression & Completion KPI reflects both locally computed measures as well as those produced for the CCCC Scorecard, but all of which are cohort-oriented in that they assess the progression and completion of a specific group of students over time.

KPI Updates & Future KPIs

Degree, Certificate, Transfer, and Progression/Completion KPIs are updated in December, while all others are updated around mid Spring semester. Recognizing that FLC's performance can be measured in many ways other than the indicators found in this report, additional KPIs will be identified and developed as necessary. For example, new indicators might include a *Use of Student Support Services* KPI, or a *Productivity* KPI showing WSCH per FTEF changes over time.

Folsom Lake College

Key Performance Indicators

Headcount Enrollment

Summary

FLC's F13 unduplicated enrollment (headcount) reflects a 10.3% decline since F09, FLC's historic high (from 9143 to 8200). Over the five year time frame shown in this report EDC's headcount has declined 19.0%, while the main-campus has declined 7.6%. RCC on the other hand has experienced a 21.5% increase due to a facilities expansion that added more classroom space. Since F12, enrollment at the main campus is down 2.7%, down 6.0% at EDC, and down 3.2% at RCC.

See the Enrollment *Proportions* KPI for further discussion.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

¹ Enrollment of unique individuals enrolled in at least one class as of the first census date (i.e., headcount)

² Headcount at each location. Note that the sum of the three "Center" headcounts exceeds the college's overall headcount by the number of students attending at more than one location.

³ Students self identifying that neither parent had attended college; that they are the first generation in their family to attend college

⁴ Family income of \$30,000 or less

⁵ Language most frequently spoken at home is a language other than English

⁶ Students on progress or academic probation, or progress or academic dismissal

Folsom Lake College

Key Performance Indicators

Headcount Enrollment

Mission Stmt: tbd
 Strategic Plan: II.3.1, III.1.3
 Student Equity Plan: tbd

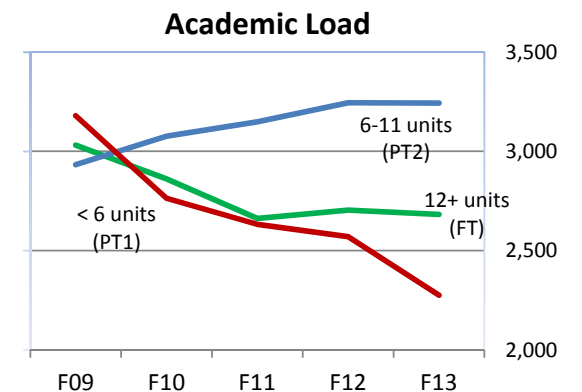
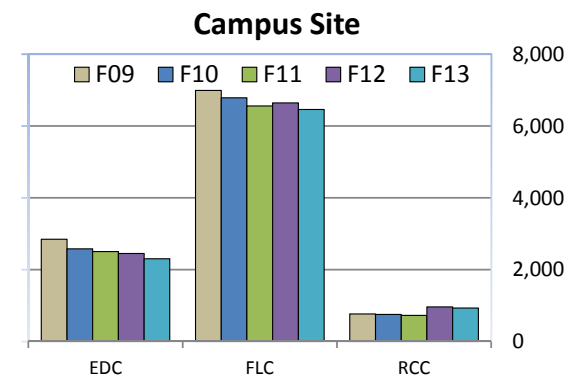
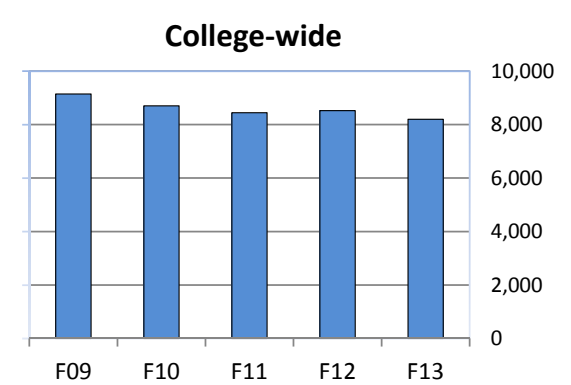
Enrollment Mgmt Plan: tbd
 Matriculation Plan: 7.1.6
 Marketing Plan: Evaluation



This indicator reflects the number of individuals that attend the college each fall semester and should not be confused with total (duplicated) enrollment. In addition to student FTE (FTES), headcount is one of the most routinely reported indicators of institutional growth. It also serves as the denominator for calculating demographic statistics of the student body.

	Enrollment (unduplicated ¹)					3 yr. Chg.
	F09	F10	F11	F12	F13	
College-wide	9143	8700	8444	8520	8200	↘
El Dorado Center ²	2848	2582	2506	2453	2306	↘
Folsom Lake (main campus) ²	6988	6785	6555	6639	6460	↘
Rancho Cordova Center ²	767	756	728	963	932	↗
Full-time (12+ units)	3031	2861	2662	2704	2682	↗
Part-time2 (6-11.9 units)	2933	3076	3149	3245	3243	↗
Part-time1 (less than 6 units)	3179	2763	2632	2570	2275	↘
First generation ³	3252	3125	3046	3172	3045	→
Low income (< \$30,000) ⁴	3114	3104	3228	3322	3182	↘
Primary Language not English ⁵	955	1021	969	927	862	↘
Employed 40+ hrs/wk	1561	1218	1118	1132	1073	↘
Probation/Dismissal Status ⁶	1071	926	807	806	901	↗
Female	5450	5081	4934	4950	4772	↘
Male	3598	3534	3439	3482	3359	↘
under 18	271	182	115	124	113	→
18-24	5052	5028	4876	5046	4944	↗
25-29	1014	989	1037	1023	1038	→
30-39	1079	1024	1048	996	935	↘
40-49	934	854	775	738	614	↘
50-59	579	472	471	482	438	↘
60+	214	150	122	111	114	↘
African American	208	166	181	208	214	↗
American Indian	146	74	75	78	68	↘
Asian/Pac Isl	670	578	550	661	690	↗
Filipino	157	122	115	125	135	↗
Hispanic/Latino	851	1094	1105	1199	1249	↗
Other Non-White	185	144	143	114	96	↘
White	5977	5153	4913	5480	5172	↗
Multi-Race*	*	215	364	430	412	↗
Disabled (physical or learning)	306	382	371	505	445	↗
Abled	8837	8318	8073	8015	7755	↘

* F10 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-F10 stats (particularly the Hispanic/Latino cohort that increases dramatically as a result).



Folsom Lake College
Key Performance Indicators
Headcount Enrollment **Proportion**

Summary

FLC's F13 unduplicated enrollment (headcount) reflects a 10.3% decline since F09, FLC's historic high (from 9143 to 8200). Over the five year time frame shown in this report, EDC's headcount has declined 19.0%, while the main-campus has declined 7.6%. RCC on the other hand has experienced a 21.5% increase. Since F12, enrollment at the main campus is down 2.7%, down 6.0% at EDC, and down 3.2% at RCC.

For F13, students enrolled in 12 or more units (Full-Time) once again comprises 33% of the student body after decreasing slightly to 32% in F11 and F12. The proportion of students enrolled in 6 to 11.9 units has grown considerably since F09, increasing from 32% to 40% at the same time the proportion of students enrolled in less than 6 units has declined by a similar amount (from 35% to 28%). The proportion of students in living situations that generate less the \$30,000 of income annually has also increased considerably (from 34% in F09 to 39% in F13). The number of students employed 40+ hours per week has declined from 17% in F09 to 13% since F11, a decrease consistent with an increase in the combined proportions of full and near-full time students, and the increase in the enrollment of students 18 to 24 years of age.

While FLC's gender gap has closed somewhat over the five year time frame shown here, no further progress has been made during the last four years (58% female, 32% male). The dramatic growth in the proportion of 18 to 24 year old students enrolling at FLC continues, just at a slower rate, reaching an all time high of 60% in F13 (note: 43% in F03). The proportion of most other age groups has increased or decreased by no more than 2 percentage points since F09 with the largest decline seen in the 40-49 year old group (from 10% to 7%). Over the last three years (F11-F13), there has been slight to moderate growth in the proportion of non-white ethnic/racial groups. Perhaps the most significant change seen over the last five years concerns the American Indian cohort for which enrollment has declined from 3% in F08 (275 students) to 0.8% in F13 (68 students) of the student body. Only the Hispanic/Latino group now represents a significantly larger proportion of the college's overall headcount than was the case in F09, but the sudden shift from 9.3% to 12.6% between F09 and F10 is mostly, if not entirely, due to the new Federally mandated Multi-Race category which results in proportionally more students identifying as Hispanic/Latino.

Conclusion

FLC has experienced a significant decline in its headcount enrollment as a direct result of the foundering economy and class section cuts of recent years. That said, whether or not it was triggered by the downturn or related factors, the composition of FLC's students has changed in some notable ways, with far more of them coming from low income families and with far fewer being employed full-time. From strictly an access perspective, other than the increase in the proportion of low income students, the demographic changes seen in FLC's student body over just the last three years suggest only moderate improvement in the diversity of FLC's student body.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

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² Proportion of overall headcount enrolled at each location. Note that the sum of the three "Center" proportions exceeds 100% by the proportion of students attending at more than one location.

³ Students self identifying that neither parent had attended college; that they are the first generation in their family to attend college

⁴ Family income of \$30,000 or less

⁵ Language most frequently spoken at home is a language other than English

⁶ Students on progress or academic probation, or progress or academic dismissal

Folsom Lake College
Key Performance Indicators
Headcount Enrollment **Proportion**

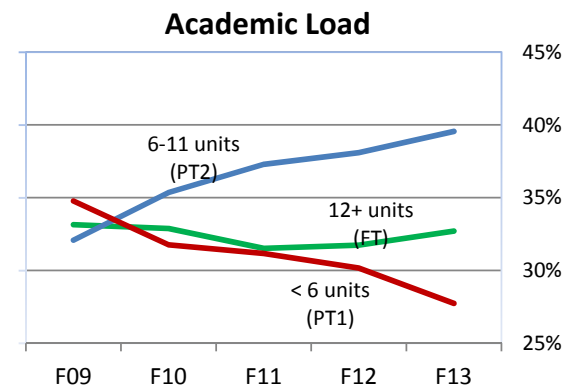
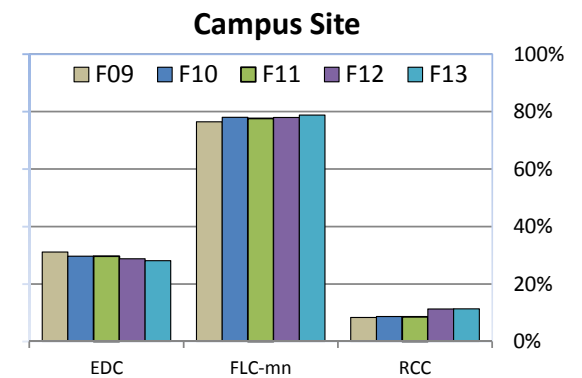
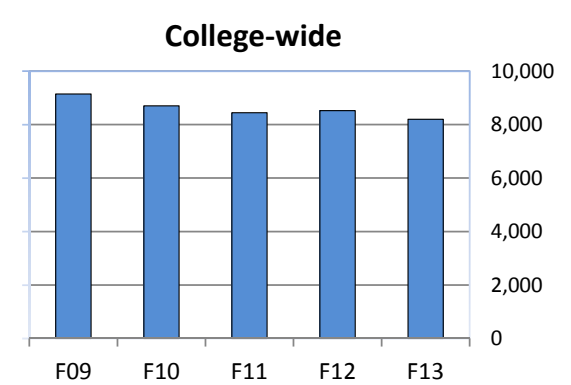
Mission Stmt: tbd
Strategic Plan: II.3.1, III.1.3
Student Equity Plan: tbd
Enrollment Mgmt Plan: tbd
Matriculation Plan: 7.1.6
Marketing Plan: Evaluation



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	Enrollment (unduplicated ¹)					3 yr. Chg.
	F09	F10	F11	F12	F13	
College-wide	9143	8700	8444	8520	8200	↘
El Dorado Center ²	31%	30%	30%	29%	28%	↘
Folsom Lake (main campus) ²	76%	78%	78%	78%	79%	→
Rancho Cordova Center ²	8%	9%	9%	11%	11%	↗
Full-time (12+ units)	33%	33%	32%	32%	33%	→
Part-time2 (6-11.9 units)	32%	35%	37%	38%	40%	↗
Part-time1 (less than 6 units)	35%	32%	31%	30%	28%	↘
First generation ³	36%	36%	36%	37%	37%	→
Low income (< \$30,000) ⁴	34%	36%	38%	39%	39%	→
Primary Language not English ⁵	10%	12%	11%	11%	11%	→
Employed 40+ hrs/wk	17%	14%	13%	13%	13%	→
Probation/Dismissal Status ⁶	12%	11%	10%	9%	11%	→
Female	60%	58%	58%	58%	58%	→
Male	39%	41%	41%	41%	41%	→
under 18	3%	2%	1%	1%	1%	→
18-24	55%	58%	58%	59%	60%	↗
25-29	11%	11%	12%	12%	13%	→
30-39	12%	12%	12%	12%	11%	→
40-49	10%	10%	9%	9%	7%	↘
50-59	6%	5%	6%	6%	5%	→
60+	2%	2%	1%	1%	1%	→
African American	2.3%	1.9%	2.1%	2.4%	2.6%	→
American Indian	1.6%	0.9%	0.9%	0.9%	0.8%	→
Asian/Pac Isl	7.3%	6.6%	6.5%	7.8%	8.4%	↗
Filipino	1.7%	1.4%	1.4%	1.5%	1.6%	→
Hispanic/Latino	9.3%	12.6%	13.1%	14.1%	15.2%	↗
Other Non-White	2.0%	1.7%	1.7%	1.3%	1.2%	→
White	65.4%	59.2%	58.2%	64.3%	63.1%	↗
Multi-Race*	*	2.5%	4.3%	5.0%	5.0%	→
Disabled (physical or learning)	3.3%	4.4%	4.4%	5.9%	5.4%	→
Abled	96.7%	95.6%	95.6%	94.1%	94.6%	→

* F10 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-F10 stats (particularly the Hispanic/Latino cohort that increases dramatically as a result).



Folsom Lake College

Key Performance Indicators

Feeder High School Enrollments

Summary

Over the years, Folsom Lake College has seen considerable growth in the number of young (under 20 years of age), first time to college students, with a high water mark of 1,328 in F09. Since then, the enrollment of these students has declined, but has since F11 begun to rebound. Even so, the F13 count reflects an 11 percentage point decline since the peak registered in F09 (from 1328 to 1182). While the enrollment of these students at EDC and the main campus has declined by 2 and 4 percentage points, respectively, RCC has seen an increase of 46 percentage points in these students since F09.

While in F11, females comprised a smaller proportion than males of recently transitioning HS students, that is no longer the case as the proportion of females in F13 is 54%. While the proportion of white students had been on the decline for several years, since F10 this group has grown 8.3 percentage points (from 56.2% to 64.5%). The only non-white ethnic group that reflects a significantly larger proportion in F13 than was the case in F10 is the Hispanic/Latino ethnicity cohort. While the number of African American students transitioning to FLC is fairly small and statistically unreliable, it should still be pointed out that the decline to 1.7% of African American students in F13 from 3.1% in F07 is notable (from 36 students in F10 to 17 students in F13). So, too, is the decline in the American Indian group, from 2.9% in F09 to the current 0.2%.

While the number of students with disabilities is similarly small (statistically unreliable), the fact that the proportion has increased considerably, and nearly consistently, over the five fall semesters shown here suggests this group's proportion of total transitioning students is truly on the rise.

Conclusion

The relationship between the increase in high school students transitioning to one or another of the three sites (EDC, FLC-main, RCC) and that of the recently transitioned high school students actually enrolled at each of the three sites is an important finding, even if only as it relates to marketing and outreach opportunities. Using F03 to F07 counts, the percentage growth of students transitioning from high schools in EDC's general service area, at approx. 84%, is less than two-thirds of the number transitioning from the high schools in FLC-main's general service area, at 143%. However, over this same time frame the increase in transitioning HS students enrolling at EDC (from any high school) is 36% compared to a 123% increase in transitioning HS students enrolling at the main campus (from any high school). This suggests that many of the students from high schools surrounding EDC are enrolling at the main campus rather than at EDC. The OIR has not duplicated this analysis for more recent semesters but has no reason to believe that this trend has reversed itself in any significant way.

Declines in the proportions of female and underrepresented non-white students transitioning to FLC, particularly African American, American Indian, and Filipino raise concerns about the extent to which the economy's downturn has affected access.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

Folsom Lake College
Key Performance Indicators
Feeder High School Enrollments

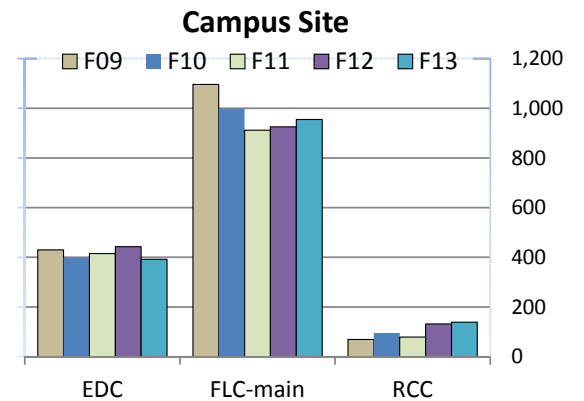
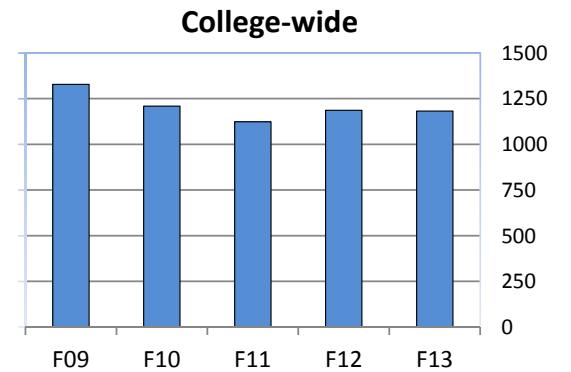
Mission Stmt: tbd Enrollment Mgmt Plan: tbd
Strategic Plan: tbd Matriculation Plan: 7.1.6
Student Equity Plan: tbd Marketing Plan: HS Grad participation (p.2)



This indicator reflects for each of five fall semesters the number of new, first time to college students under 20 years of age that transitioned to FLC, irrespective of whether they graduated from high school. Unlike a "recent HS graduates" report, the following reflects the total in-flow of young, first time to college students. Counts for individual high schools reflect the self reported "high school of last attendance" students provide on FLC's Admissions Application.

Enrollment of New First Time Freshmen, by HS Last Attended						3 yr. Chg.
	F09	F10	F11	F12	F13	
College-wide	1328	1209	1123	1186	1182	↗
El Dorado Center	430	399	415	443	392	↘
Folsom Lake (main campus)	1096	999	912	925	955	↗
Rancho Cordova Center	69	95	79	132	139	↗
Bella Vista HS	21	21	23	44	39	↗
Casa Roble HS	0	0	0	22	30	↗
Cordova HS	71	88	68	55	75	↗
El Dorado HS	87	84	73	93	71	→
Folsom HS	250	157	136	128	112	↘
Golden Sierra HS	31	25	19	24	16	↘
Oak Ridge HS	184	125	140	123	138	→
Pleasant Grove HS	0	0	0	33	35	↗
Ponderosa HS	165	130	117	134	130	↗
Rio Americano HS	0	0	0	13	22	↗
Union Mine HS	94	66	54	56	40	↘
Visions in Education	22	18	16	21	21	↗
Vista del Lago	0	0	0	98	103	↗
All Other U.S. High Schools	312	432	428	345	358	↘
Female	51.1%	50.3%	48.0%	54.9%	53.8%	↗
Male	48.2%	49.7%	51.5%	44.4%	46.2%	↘
African American	1.9%	1.1%	1.5%	1.5%	1.7%	→
American Indian	2.9%	0.6%	0.6%	0.8%	0.2%	→
Asian/Pac Isl	5.0%	5.3%	5.1%	6.7%	7.2%	↗
Filipino	1.6%	1.4%	1.2%	0.9%	2.0%	→
Hispanic/Latino	8.0%	14.1%*	15.0%	15.9%	17.7%	↗
Other Non-White	1.4%	1.0%	1.0%	1.2%	0.2%	→
White	63.8%	56.2%	58.3%	64.8%	64.5%	↗
Multi-Race *	*	6.2%	4.5%	6.6%	6.6%	↗
Disabled (physical or learning)	3.8%	3.6%	4.5%	7.8%	6.0%	↗
Abled	96.2%	96.4%	95.5%	92.2%	94.0%	↘

* F10 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-F10 stats (particularly the Hispanic/Latino cohort that increases dramatically as a result).



The category "first time freshmen" can be defined different ways. Here it refers to all students under the age of 20 that have enrolled at FLC as a new, first time to college student, irrespective of whether they actually graduated from high school (excludes concurrently enrolled "Advanced Ed" students).

Interpretation example: 1182 first time freshmen under 20 years of age enrolled in FLC's F13 semester.

Folsom Lake College

Key Performance Indicators

Basic Skills

Summary

While an argument can be made for whether degree-applicable, non-transfer courses qualify as basic skills courses, they have been included in this report to align with the methodology used in the State Chancellor's Office Datamart's Basic Skills Progress Tracker Tool. While the number of students enrolled in basic skills classes increased nearly 14% during the last 5 years (3% since F11), the proportion of total headcount has remained fairly stable at about 27%.

The proportion of students taking one or more basic skills classes at EDC has increased considerably since F09 (up four percentage points), by about the same amount that the proportion of students taking one or more basic skills classes at the main campus has declined over the same time period. RCC's proportion is higher than at either of the other campuses, but for F13 it is near its all time low of 35.3%.

Between F11 and F13, the number of students taking a basic skills math class at FLC has declined by 4.3%, whereas the number taking a basic skills English writing class has increased 22.0%. The number taking a basic skills ESL class has declined by 17.7% since F11, but the decline since F09 is 34.7%.

Given that females comprise 58% of the overall F13 student body, at 65% they are clearly overrepresented in the population of students taking basic skills at FLC. While Hispanic/Latino students comprise 15.2% of FLC's F13 overall student body, with a differential of 6.7 percentage points (21.9%), they too are overrepresented in the group of students taking basic skills classes.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

¹ Count of unique individuals enrolled (headcount) in at least one basic skills class as of the first census date. Includes all ENGWR, ENGRD, Math, & ESL courses below the transfer-level course.

² Statistic reflects the proportion of each centers' overall headcount that is enrolled in at least one basic skills class (i.e. 25% of the students attending EDC are taking at least one basic skills class).

³ Headcount enrollment of students taking a basic skills class in the various subject areas listed.

⁴ Proportion of total assessment course placement attempts that result in placement recommendations for basic skills courses. Counts reflect placements irrespective of enrollment (research shows that the enrollment rate of students receiving course placements can vary dramatically by discipline). Aligning with the CCCCO's Basic Skills Cohort Progress Tracker Tool, in this report "basic skills" is defined as course work below the transfer level course. (Note that the statistics shown control for cut score validation "opt-out" placement temporary re-codings.)

⁵ Demographic trends of all students enrolled in one or more basic skills class.

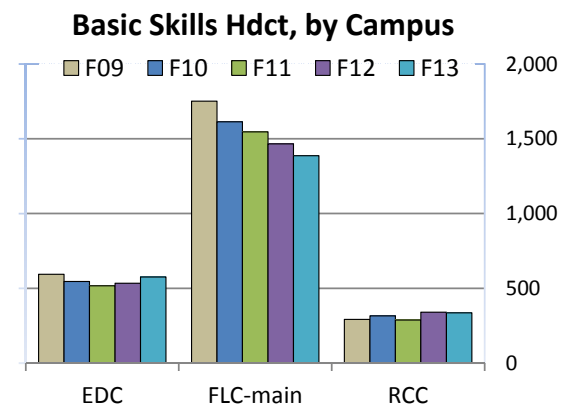
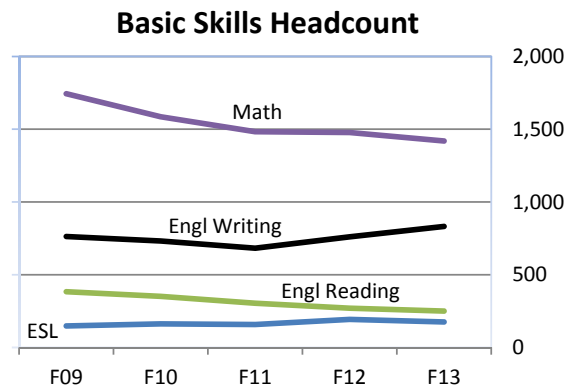
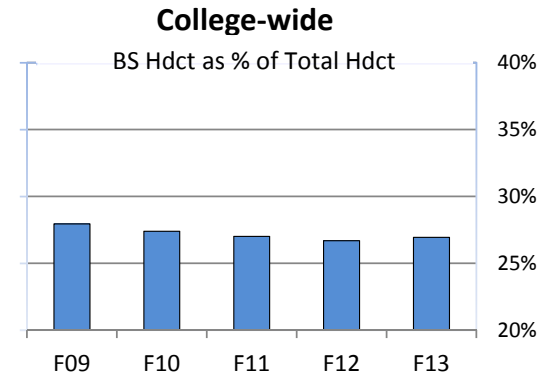
Folsom Lake College
Key Performance Indicators
Basic Skills

Mission Stmt: tbd Enrollment Mgmt Plan: Plan Eval.
Strategic Plan: II.3.1, III.1.3, IV.1, IV.2.2, IV.3. Basic Skills Initiative: Strat Planning Items
Student Equity Plan: tbd Matriculation Plan: 7.1.4, 7.1.6



This indicator reflects the number of individuals enrolled in basic skills courses, here defined as less than transfer-level course work in those disciplines into which students are placed via an assessment test (English writing and reading, ESL and Math).

Basic Skills ¹						3 yr. Chg.
F09	F10	F11	F12	F13		
Basic Skills Hdct Enrlmnt Total ¹	2555	2383	2281	2274	2209	↘
% of Overall College Hdct Enrlmnt	27.9%	27.4%	27.0%	26.7%	26.9%	→
% Headcount Enrolled in Basic Skills²						
El Dorado Center	20.9%	21.1%	20.6%	21.8%	24.9%	↗
Folsom Lake (main campus)	25.0%	23.8%	23.6%	22.0%	21.4%	↘
Rancho Cordova Center	38.1%	41.7%	39.6%	35.3%	36.1%	↘
Headcount Enrollment (BS courses only)³						
English writing	763	732	682	760	832	↗
English reading	148	162	158	193	176	↗
English as a 2nd Language	383	351	304	270	250	↘
Math	1743	1585	1483	1477	1419	↘
% Course Placements in Basic Skills⁴						
English Writing	60.4%	59.8%	64.0%	71.9%	71.2%	↗
English Reading	24.5%	23.7%	24.5%	31.4%	30.4%	↗
ESL Writing	77.8%	68.4%	94.7%	91.6%	94.2%	→
ESL Reading	77.8%	68.4%	72.3%	70.1%	73.6%	↗
ESL Listening	77.8%	68.4%	76.6%	72.9%	74.4%	↘
Math	87.3%	85.9%	82.0%	86.7%	84.8%	↗
Demographics of All Basic Skills Enrollees⁵						
Female	63.0%	61.8%	64.1%	61.5%	64.9%	→
Male	37.0%	38.2%	35.9%	38.5%	35.1%	→
under 18	0.7%	0.6%	0.0%	0.3%	1.0%	→
18-24	51.0%	49.8%	49.5%	51.4%	54.3%	↗
25-29	12.4%	11.1%	10.9%	11.2%	11.0%	→
30-39	15.0%	16.7%	16.3%	15.2%	14.2%	↘
40-49	13.2%	13.3%	12.8%	12.9%	10.6%	↘
50-59	6.7%	7.0%	9.1%	7.3%	7.4%	↘
60+	1.0%	1.4%	1.4%	1.9%	1.6%	→
African American	2.4%	2.0%	2.1%	1.8%	2.6%	→
American Indian	1.3%	1.3%	1.0%	1.1%	1.0%	→
Asian/Pac Isl	7.9%	7.1%	7.8%	11.8%	10.6%	↗
Filipino	0.8%	1.1%	0.8%	1.0%	0.8%	→
Hispanic/Latino	19.7%	22.7%	21.2%	18.5%	21.9%	→
Other Non-White	2.4%	2.7%	2.5%	1.3%	1.6%	→
White	63.0%	59.5%	61.7%	61.4%	58.2%	↘
Disabled (physical or learning)	1.0%	1.4%	1.2%	1.5%	1.4%	→
Abled	99.0%	98.6%	98.8%	98.5%	98.6%	→



Folsom Lake College

Key Performance Indicators

Course Success Rate

Summary

At 72.3%, FLC's F13 course success rate falls just short of its five year average of about 73%, and is down 2.2 percentage points from its peak, set in F11. Over the last three years, the rate has fallen at each of FLC's campuses with the greatest declines at RCC and EDC (by 5.3 and 3.2 percentage points, respectively). During this same time period, the rate of most groups called out in this report has declined, some considerably more than others. One of the five exceptions is the basic skills English group which increased 3.5 percentage points in F12 and lost no ground for F13. The second and third are the African American and Filipino groups which between F11 and F13 gained 10.5 and 2.5 percentage points, respectively. The fourth is the Advanced Ed group with a F11 to F13 increase of 5.5 percentage points. Lastly, the disabled group posted its highest ever course success rate (73.2%). The African American and American Indian groups lag behind the white and Asian groups by nearly 15 percentage points.

While one of the more ubiquitous "performance" indicators, it should be remembered that course success rates provide only a partial picture of how well a given student body or cohort of students is performing, and taken by itself can be misleading (grade inflation, etc.). Still, it is an easily computed indicator that when viewed longitudinally can be useful, particularly when combined with the results of student learning outcome assessment and other performance indicators.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

¹ New, 1st time freshmen is defined in this report as first-time-ever-to-college students that are 19 years of age or younger, irrespective of whether or not they graduated from high school.

² The Education Initiative cohort is comprised of all first-time-ever-to-college students, ages 18 to 20, that have graduated from high school.

³ Advanced Ed students are high school students that by special permission are concurrently enrolled in one or more college classes.

⁴ All courses coded as transfer in PeopleSoft (transfer_code = A or B)

⁵ All courses coded as career technical in PeopleSoft (sam_code = A, B, C, or D)

⁶ All courses coded as basic skills in PeopleSoft (basic_skills = P). In addition to English and math basic skills courses, also includes ESL and all other basic skills courses (e.g., HCD).

⁷ Does not include ESL basic skills classes.

Folsom Lake College
Key Performance Indicators
Course Success Rate

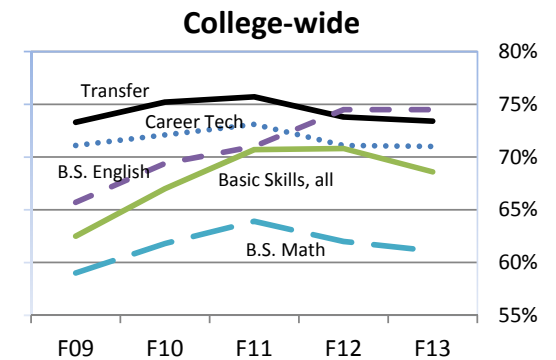
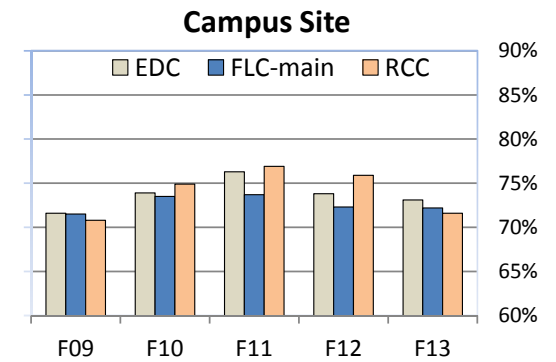
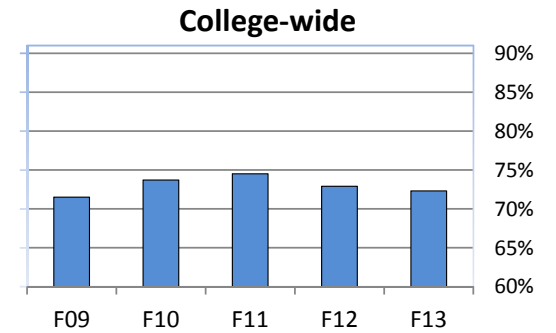
Mission Stmt: tbd Enrollment Mgmt Plan: Plan Eval. Marketing Plan: Evaluation (p9)
Strategic Plan: II.3.1, III.1.3, IV.2.2 Basic Skills Initiative: Strat Planning Items
Student Equity Plan: tbd Matriculation Plan: 7.1.4, 7.1.6



This indicator reflects the proportion of successful grades earned by a specific group of students. It is defined as the number of A, B, C, Cr grades awarded expressed as a proportion of all grades awarded (including 'W's). Particularly when viewed longitudinally, it provides a general sense for the extent to which students in any definable group (e.g., college-wide, taking classes in a given discipline, participating in a given academic support program, of a specific age, race, or gender) are successfully passing their courses.

Course Success Rate						3 yr. Chg.
	F09	F10	F11	F12	F13	
College-wide	71.5%	73.7%	74.5%	72.9%	72.3%	↘
El Dorado Center	71.6%	73.9%	76.3%	73.8%	73.1%	↘
Folsom Lake (main campus)	71.5%	73.5%	73.7%	72.3%	72.2%	↘
Rancho Cordova Center	70.8%	74.9%	76.9%	75.9%	71.6%	↘
New, 1st time freshmen ¹	72.0%	76.4%	77.3%	78.7%	76.0%	↘
Education-Initiative Cohort ²	70.3%	73.9%	75.4%	76.3%	74.3%	→
Advanced Ed (concurr. HS enrl.) ³	87.1%	88.2%	84.8%	88.9%	90.3%	↗
Transfer courses only ⁴	73.3%	75.2%	75.7%	73.8%	73.4%	↘
Career Tech. courses only ⁵	71.1%	72.1%	73.1%	71.1%	71.0%	↘
Basic Skills courses (all) ⁶	62.5%	67.0%	70.7%	70.8%	68.6%	↘
English Basic Skills courses only ⁷	65.7%	69.4%	71.0%	74.5%	74.5%	↗
Math Basic Skills courses only	59.0%	61.8%	63.9%	62.0%	61.1%	↘
Female	73.6%	75.7%	76.7%	75.1%	74.1%	↘
Male	68.6%	71.2%	71.7%	70.1%	69.9%	↘
18-24	70.3%	73.1%	73.7%	72.6%	72.3%	↘
25-29	70.4%	73.1%	73.2%	71.3%	70.6%	↘
30-39	72.4%	73.7%	74.9%	73.9%	72.1%	↘
40-49	75.4%	75.5%	78.5%	73.7%	72.5%	↘
50-59	75.5%	75.8%	78.9%	74.7%	74.7%	↘
60+	74.2%	78.4%	82.3%	70.9%	68.3%	↘
African American	53.3%	55.8%	49.0%	52.0%	59.5%	↗
American Indian	64.1%	66.3%	73.9%	69.5%	62.1%	↘
Asian/Pac Isl	76.2%	80.2%	78.3%	77.4%	74.6%	↘
Filipino	70.4%	76.4%	76.6%	70.7%	79.1%	↗
Hispanic/Latino	64.3%	67.4%	69.0%	69.2%	68.9%	→
Other Non-White	66.3%	69.7%	73.6%	74.5%	71.7%	↘
White	73.2%	75.4%	75.9%	74.8%	73.7%	↘
Multi-Race *	*	73.9%	71.8%	71.0%	67.3%	↘
Disabled (physical or learning)	63.5%	71.6%	68.7%	72.3%	73.2%	↗
Abled	71.8%	73.8%	74.8%	72.9%	72.3%	↘

* F10 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-F10 stats (particularly the Hispanic/Latino cohort that increases dramatically as a result).



Folsom Lake College

Key Performance Indicators

Course Retention Rate

Summary

After reaching a record 87.1% in F10, FLC's retention rate has fallen consistently for three years to 84.5% in F13, a five year low. While all three campus sites have declined over this period of time, the main campus has declined less (down 1.6 percentage points) since F11 than the El Dorado Center (down 3.4 points) and the Rancho Cordova Center (down 4.1 points). The course retention of C&TE students has declined consistently over the last four years, from 86.7% in F10 to 82.2% in F13. The rate for English basic skills has remained quite steady over the last four years, even increasing slightly, but rates for math and ESL basic skills have fallen (note that 'All BS' minus English and math is mostly ESL). The rates of all other groups is mixed with older age groups experiencing further declines and the African American group lagging the white and Asian groups by nearly 10 percentage points.

While another of the more ubiquitous "performance" indicators, it should be remembered that course success rates provide only a partial picture of how well a given student body or cohort of students is performing, and taken by itself can be misleading (grade inflation, etc.). Still, it is an easily computed indicator that when viewed longitudinally can be useful, particularly when combined with the results of student learning outcome assessment and other performance indicators.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

¹ New, 1st time freshmen is defined in this report as first-time-ever-to-college students that are 19 years of age or younger, irrespective of whether or not they graduated from high school.

² The Education Initiative cohort is comprised of all first-time-ever-to-college students, ages 18 to 20, that have graduated from high school.

³ Advanced Ed students are high school students that by special permission are concurrently enrolled in one or more college classes.

⁴ All courses coded as transfer in PeopleSoft (transfer_code = A or B)

⁵ All courses coded as career technical in PeopleSoft (sam_code = A, B, C, or D)

⁶ All courses coded as basic skills in PeopleSoft (basic_skills = P or B). In addition to English and math basic skills courses, also includes ESL and all other basic skills courses (e.g., HCD).

⁷ Does not include ESL basic skills classes.

Folsom Lake College
Key Performance Indicators
Course Retention Rate

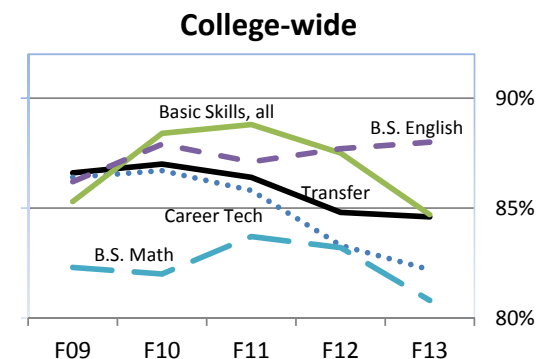
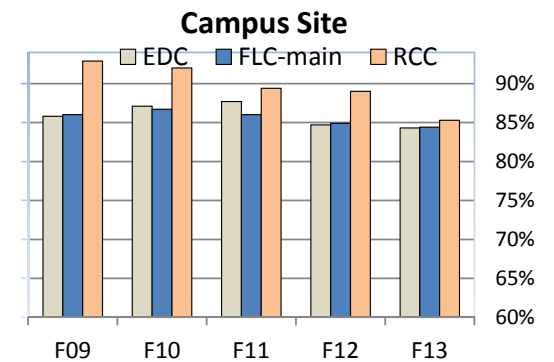
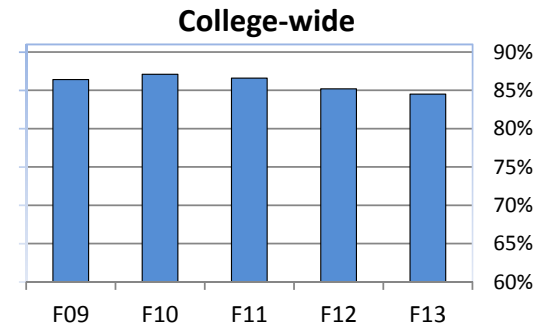
Mission Stmt: tbd Enrollment Mgmt Plan: Evaluation Marketing Plan: Evaluation (p9)
Strategic Plan: II.3.1, III.1.3, IV.2.2 Basic Skills Initiative: Strat Planning Items
Student Equity Plan: tbd Matriculation Plan: 7.1.6



This indicator reflects the proportion of grade notations earned by a specific group of students that suggest they were "retained" over the course of the semester. That is, the proportion of students that did not receive a grade notation of 'W' (drop). (Note that this indicator does not reflect student drops taking place prior to the Drop-No-W date.) Particularly when viewed longitudinally, it provides a general sense for the extent to which students in any definable group (e.g., college-wide, taking classes in a given discipline, participating in a given academic support program, of a specific age, race, or gender) have remained in class until the end of the semester.

Course Retention Rate						3 yr. Chg.
F09	F10	F11	F12	F13		
College-wide	86.4%	87.1%	86.6%	85.2%	84.5%	↘
El Dorado Center	85.8%	87.1%	87.7%	84.7%	84.3%	↘
Folsom Lake (main campus)	86.0%	86.7%	86.0%	84.9%	84.4%	↘
Rancho Cordova Center	92.9%	92.0%	89.4%	89.0%	85.3%	↘
New, 1st time freshmen ¹	90.1%	91.0%	90.2%	90.8%	89.2%	→
Education-Initiative Cohort ²	88.8%	90.1%	89.4%	89.7%	88.5%	→
Advanced Ed (concurr. HS enrl.) ³	94.1%	95.1%	92.0%	94.4%	92.2%	→
Transfer courses only ⁴	86.6%	87.0%	86.4%	84.8%	84.6%	↘
Career Tech. courses only ⁵	86.4%	86.7%	85.8%	83.3%	82.2%	↘
Basic Skills courses only ⁶	85.3%	88.4%	88.8%	87.5%	84.7%	↘
English Basic Skills courses only ⁷	86.2%	87.9%	87.1%	87.7%	88.0%	→
Math Basic Skills courses only	82.3%	82.0%	83.7%	83.2%	80.8%	↘
Female	87.2%	87.5%	87.3%	85.7%	84.9%	↘
Male	85.3%	86.6%	85.9%	84.6%	83.9%	↘
18-24	86.2%	86.9%	86.3%	85.6%	85.1%	↘
25-29	84.6%	86.5%	84.5%	82.8%	82.5%	↘
30-39	85.9%	87.7%	87.3%	85.0%	83.1%	↘
40-49	88.0%	87.4%	88.7%	83.9%	82.8%	↘
50-59	88.8%	88.8%	90.3%	85.3%	84.9%	↘
60+	84.3%	87.5%	88.6%	83.0%	76.3%	↘
African American	80.7%	81.0%	76.3%	75.9%	76.6%	→
American Indian	83.3%	83.7%	85.3%	85.3%	87.0%	↗
Asian/Pac Isl	88.0%	90.2%	87.6%	88.3%	85.8%	↘
Filipino	87.0%	86.0%	88.9%	86.1%	91.4%	↗
Hispanic/Latino	82.1%	85.1%	86.2%	83.9%	82.3%	↘
Other Non-White	85.8%	88.8%	88.0%	87.6%	81.0%	↘
White	87.1%	87.3%	86.9%	85.8%	85.1%	↘
Multi-Race *	*	88.0%	83.9%	84.2%	83.3%	→
Disabled (physical or learning)	82.8%	86.5%	83.7%	86.9%	86.4%	↗
Abled	86.5%	87.2%	86.8%	85.1%	84.4%	↘

* F10 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-F10 stats (particularly the Hispanic/Latino cohort that increases dramatically as a result).



Key Performance Indicators

Fall-to-Spring Persistence Rate

Summary

The college's fall-to-spring persistence rate has improved consistently over the five years shown here (a 5.0 percentage point increase). The persistence rate of students at the El Dorado Center (students enrolled at EDC in the fall that re-enroll at EDC in the spring) and the rate of students at the main campus have each increased marginally during the last three years (up 0.7 and 0.8 points, respectively). However, the Rancho Cordova Center's F12-S13 persistence rate has fallen 6.4 percentage points during the last three years (from 35.2% to 28.8%) and is now at an historic low.

Persistence in transfer courses (students taking transfer courses in the fall that take one or more transfer courses the subsequent spring) has grown 1.0 percentage points since F10-S11, while that of CTE students has remained virtually unchanged. The F12-S13 persistence rate of students taking basic skills classes (students taking a basic skills course in the fall that take one or more basic skills courses the subsequent spring) is down slightly (0.8 points), but this conceals the fact that the F12-S13 rate for English basic skills has rebounded considerably in the last year as well as the fact that the rate for math basic skills continues to decline (a consistent five year decline). While lower rates could suggest that more students are progressing out of (beyond) basic skills classes, progression rates do not appear to have improved sufficiently to provide such an explanation.

Persistence rates have increased noticeably for both genders and all age groups over this entire time series (between F08-S09 and F12-S13), particularly for males (up 5.8 points), and the 40-49 (+6.7 pts) and 50-59 (+6.2 pts) year old cohorts. Rates have also risen since F08-S09 for all ethnic groups except for the African American cohort which is down 3.0 points since its historic high of 50.6% (F10-S11). For F12-S13, this cohort's rate is nearly 10 percentage points lower than the cohort with the *next lowest rate* (Asian/Pacific Islander) at 56.9%, and 18.5 percentage points lower than the persistence rate of the white cohort. Disabled students' persistence has ranged between 77% and 81% over the last three years reflecting a considerable increase over the past.

Fall to spring persistence rates provide some sense for a college's recruitment needs with FLC's rates showing that roughly 40% of any spring semester's students are new (not enrolled the prior fall). Most notable in the statistics shown here is the fact that the fall to spring persistence of African American students continues to lag by 15 and 18 percentage points that of the Hispanic/Latino and white students, respectively.

A considerable decline in RCC's persistence rate coincided with this facility's retrofit in 2006-07. While this expansion increased max enrollment from 500 to 800, it also resulted in a curricular change at the site in that the proportion of ESL offerings was reduced to 40% (down from 65%) of total course offerings. Whereas RCC's ESL students have always persisted at very high rates, its GE students do not persist at similarly high rates for one or more of the following reasons. 1) They enrolled at RCC because they were unable to get the course they wanted at either the main campus or at EDC, 2) Facilities are lacking that GE students are more likely to require (e.g., Library), 3) Site has more challenging facilities issues than at the other sites (e.g., parking, lighting, bathrooms, etc.), 4) They enrolled in a GE program that by its very nature has low persistence rates (BUSTEC), and 5) Feelings of incongruence resulting from attending a center where the demographics are so very different.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

¹ New, 1st time freshmen is defined in this report as first-time-ever-to-college students that are 19 years of age or younger, irrespective of whether or not they graduated from high school.

² The Education Initiative cohort is comprised of all first-time-ever-to-college students, ages 18 to 20, that have graduated from high school.

³ Selected courses in database as transfer_code = A or B where A = 'Crs xferable to UC/CSU' and B = 'Crs xferable to CSU')

⁴ Selected courses in database as sam_code = A, B, C, or D where A = 'Apprenticeship,' B = 'Adv Occ.,' C = 'Clearly Occ.,' and D = 'Possibly Occ.'

⁵ Selected in database as basic_skills = P. In addition to English and math basic skills courses, also includes ESL and all other basic skills courses (e.g., HCD).

⁶ Selected courses include any English courses with basic_skills = P.

⁷ Selected courses include any math courses with basic_skills = P.

Folsom Lake College

Key Performance Indicators

Fall-to-Spring Persistence Rate

Mission Stmt: tbd Enrollment Mgmt Plan: Evaluation Marketing Plan: Evaluation (p9)
 Strategic Plan: II.3.1, III.1.3, IV.2.2 Basic Skills Initiative: Strat Planning Items
 Student Equity Plan: tbd Matriculation Plan: 7.1.6

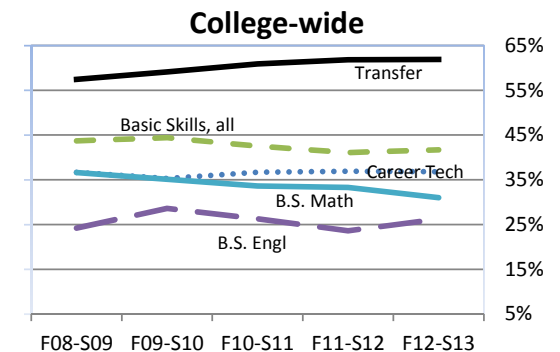
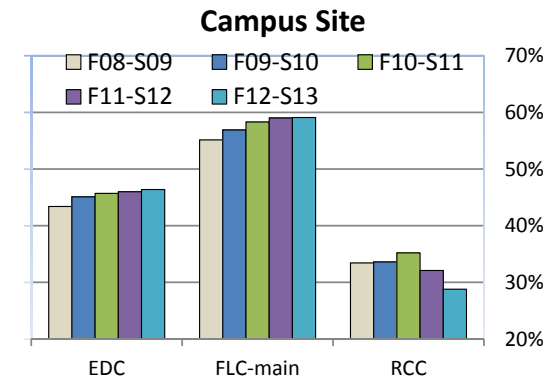
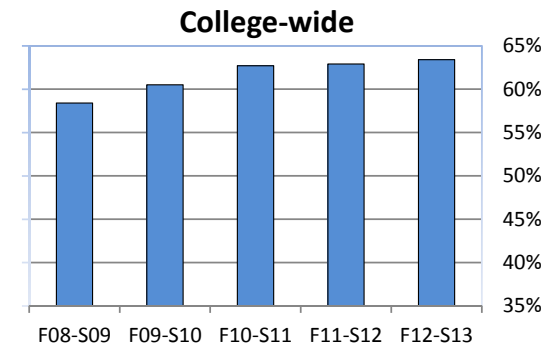


This indicator reflects the extent to which fall enrollees return and re-enroll the subsequent spring semester whether or not they complete any classes. It provides a sense for how well the college's course offerings, services, and facilities fulfill students' needs. Differences between groups may help identify potential problems that one or more of FLC's strategic planning or other activities may be able to address. These statistics make clear the magnitude of the college's semester to semester enrollment loss (about 60% of the fall student body returns in the spring), only some of which is the result of students graduating or achieving shorter term educational objectives.

Fall-to-Spring Persistence Rate						3 yr. Chg.
	F08-S09	F09-S10	F10-S11	F11-S12	F12-S13	
College-wide	58.4%	60.5%	62.7%	62.9%	63.4%	→
El Dorado Center	43.4%	45.1%	45.7%	46.0%	46.4%	→
Folsom Lake (main campus)	55.1%	56.9%	58.3%	59.0%	59.1%	→
Rancho Cordova Center	33.4%	33.6%	35.2%	32.1%	28.8%	↘
New, 1st time freshmen ¹	78.4%	79.3%	81.9%	80.6%	82.1%	→
Education-Initiative Cohort ²	74.9%	76.6%	77.9%	79.0%	79.8%	↗
Transfer courses only ³	57.4%	59.1%	60.9%	61.8%	61.9%	→
Career Tech. courses only ⁴	36.6%	35.3%	36.7%	36.9%	36.8%	→
Basic Skills courses only ⁵	43.7%	44.4%	42.5%	41.1%	41.7%	→
English Basic Skills courses only ⁶	24.2%	28.6%	26.3%	23.6%	26.2%	→
Math Basic Skills courses only ⁷	36.6%	35.1%	33.6%	33.3%	31.0%	↘
Female	58.0%	60.1%	61.1%	61.0%	62.6%	↗
Male	58.9%	61.1%	64.9%	65.9%	64.7%	→
18-24	67.2%	67.8%	69.7%	70.8%	70.2%	→
25-29	49.4%	51.5%	55.4%	49.9%	52.4%	↘
30-39	48.0%	50.9%	51.0%	50.4%	53.2%	↗
40-49	48.3%	56.7%	54.3%	56.4%	55.0%	→
50-59	46.5%	47.5%	54.2%	52.4%	52.7%	↘
60+	47.9%	40.7%	47.3%	54.9%	53.2%	↗
African American	49.0%	47.1%	50.6%	47.0%	47.6%	↘
American Indian	51.0%	60.3%	68.9%	68.0%	70.5%	↗
Asian/PacIsl	50.1%	53.0%	53.3%	57.1%	56.9%	↗
Filipino	55.4%	53.5%	55.7%	57.4%	61.6%	↗
Hispanic/Latino	58.3%	60.2%	61.4%	60.8%	62.9%	↗
Other Non-White	60.0%	55.7%	59.7%	58.0%	60.5%	→
White	58.0%	62.2%	64.5%	64.0%	66.1%	↗
Multi-Race *	*	*	*	61.3%	59.1%	
Disabled (physical or learning)	67.8%	70.9%	80.9%	77.1%	78.8%	↘
Abled	58.1%	60.1%	61.9%	62.2%	62.4%	→

* F10 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-F10 stats (particularly the Hispanic/Latino cohort that increases dramatically as a result).

3 yr. Chg.



Key Performance Indicators

Fall-to-Fall Persistence Rate

Summary

Perhaps a better indicator than fall-to-*spring* persistence of how successful the college is in retaining new students is the fall-to-*fall* persistence rate. FLC's rate shows consistent improvement to F11-F12 (3.6 percentage points between F08-F09 and F11-12) and a 0.8 point decline between F11-12 and F12-13. During the last three years, the persistence rates at the El Dorado Center and the main campus have remained fairly stable, although it should be noted that the rate at the main campus is 11 percentage points greater than at EDC. The rate for RCC however has declined 6.5 points during the last three years. That the persistence rates at the three individual campuses is less, in some cases considerably, than the overall collegewide rate suggests that a considerable number of students are persisting, just not at the educational site where they were enrolled in a given fall semester.

After remaining flat for four years, the persistence of English basic skills students rose 2.5 percentage points in the last year (from F11-F12 to F12-F13). While the rate for math basic skills increased a similar amount during the last year, the F12-F13 rate represents the second lowest rate in the five years shown here, down 2.0 points from the F09-F10 peak of 15.6%. The proportion of students that are still taking English or math basic skills classes the following fall semester has ranged between 10.7% and 13.3% for English and between 12.2% and 15.6% for math.

Fall-to-fall persistence rates are up slightly over the last three years for both genders and are mixed for the various age groups. The persistence of African American students lags behind all other ethnic/racial groups. For F12-F13, its rate was 8.2 percentage points lower than the next lowest rate (Asian/Pac Isl) and 15.2 points lower than the rate of white students (44.5%).

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

¹ New, 1st time freshmen are defined in this report as first-time-ever-to-college students that are 19 years of age or younger, irrespective of whether or not they graduated from high school.

² The Education Initiative cohort is comprised of all first-time-ever-to-college students, ages 18 to 20, that have graduated from high school.

³ Selected courses in database as transfer_code = A or B where A = 'Crs xferable to UC/CSU' and B = 'Crs xferable to CSU')

⁴ Selected courses in database as sam_code = A, B, C, or D where A = 'Apprenticeship,' B = 'Adv Occ.,' C = 'Clearly Occ.,' and D = 'Possibly Occ.'

⁵ Selected in database as basic_skills = P. In addition to English and math basic skills courses, also includes ESL and all other basic skills courses (e.g., HCD).

⁶ Selected courses include any English courses with basic_skills = P.

⁷ Selected courses include any math courses with basic_skills = P.

Folsom Lake College

Key Performance Indicators

Fall-to-Fall Persistence Rate

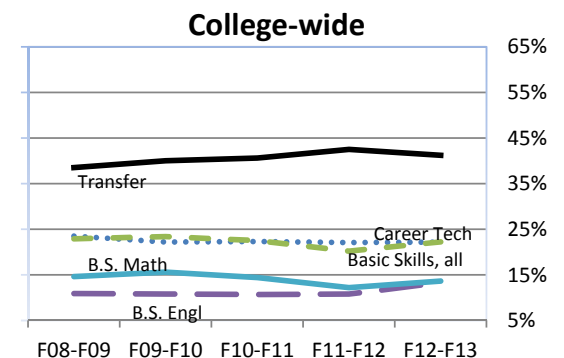
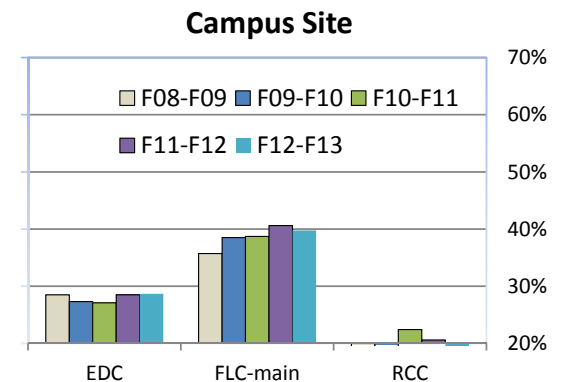
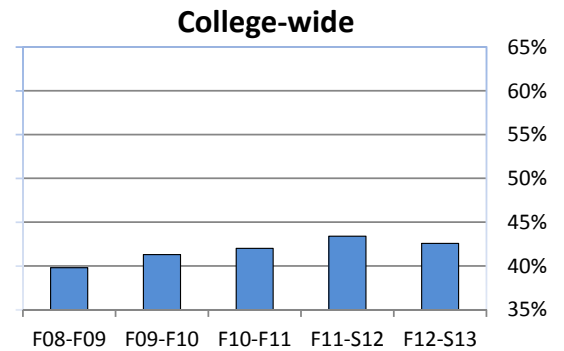
Mission Stmt: tbd Enrollment Mgmt Plan: Evaluation Marketing Plan: Evaluation (p9)
 Strategic Plan: II.3.1, III.1.3, IV.2.2 Basic Skills Initiative: Strat Planning Items
 Student Equity Plan: tbd Matriculation Plan: 7.1.6



This indicator reflects the extent to which fall enrollees return and re-enroll the subsequent fall semester (whether or not they complete any classes). It provides a sense for how well the college's course offerings, services, and facilities fulfill students' needs. Differences between groups may help identify potential problems that one or more of FLC's strategic planning or other activities may be able to address. These statistics make clear the magnitude of the college's semester to semester enrollment loss (only about 40% of the fall student body returns the subsequent fall), only some of which is the result of students graduating or achieving shorter term educational objectives.

Fall-to-Fall Persistence Rate						3 yr. Chg.
	F08-F09	F09-F10	F10-F11	F11-F12	F12-F13	
College-wide	39.8%	41.3%	42.0%	43.4%	42.6%	→
El Dorado Center	28.5%	27.3%	27.1%	28.5%	28.7%	↗
Folsom Lake (main campus)	35.7%	38.5%	38.7%	40.6%	39.8%	↗
Rancho Cordova Center	14.9%	19.4%	22.4%	20.6%	15.9%	↘
New, 1st time freshmen ¹	62.0%	63.8%	66.7%	66.4%	67.9%	↗
Education-Initiative Cohort ²	58.6%	60.8%	61.6%	63.6%	64.8%	↗
Transfer courses only ³	38.5%	40.0%	40.6%	42.5%	41.2%	→
Career Tech. courses only ⁴	23.5%	22.2%	22.3%	22.1%	22.2%	→
Basic Skills courses only ⁵	22.9%	23.4%	22.5%	20.2%	22.2%	→
English Basic Skills courses only ⁶	10.9%	10.8%	10.7%	10.8%	13.3%	↗
Math Basic Skills courses only ⁷	14.6%	15.6%	14.4%	12.2%	13.6%	→
Female	39.4%	41.0%	41.9%	42.8%	42.5%	→
Male	40.2%	41.6%	42.0%	44.4%	42.8%	→
18-24	47.5%	48.0%	47.3%	50.0%	49.2%	↗
25-29	30.4%	32.0%	36.0%	31.1%	32.2%	↘
30-39	31.0%	32.3%	32.9%	31.5%	31.7%	↘
40-49	33.0%	34.8%	35.1%	39.0%	33.7%	↘
50-59	28.9%	31.6%	32.8%	36.1%	32.2%	→
60+	25.5%	24.3%	24.3%	32.8%	33.3%	↗
African American	31.5%	25.2%	31.3%	28.2%	29.3%	↘
American Indian	28.0%	47.2%	48.6%	46.7%	53.8%	↗
Asian/Pac Isl	31.9%	34.6%	34.3%	38.2%	37.5%	↗
Filipino	38.1%	37.0%	36.1%	43.5%	41.6%	↗
Hispanic/Latino	37.8%	41.3%	44.1%	43.1%	42.3%	↘
Other Non-White	42.6%	39.4%	43.1%	39.9%	37.7%	↘
White	41.8%	42.5%	42.8%	44.5%	44.5%	↗
Multi-Race *	*	44.5%	44.1%	40.9%	40.2%	↘
Disabled (physical or learning)	54.6%	51.6%	41.3%	59.0%	54.1%	↗
Abled	39.4%	40.9%	57.3%	42.7%	41.9%	↘

* F10 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-F10 stats (particularly the Hispanic/Latino cohort that increases dramatically as a result).



Folsom Lake College

Key Performance Indicators

Awards - Degrees

Summary

FLC awarded 20% more degrees in 2012-13 than it did in 2008-09 (from 745 to 892), but 10% less than it awarded at its peak in 2009-10 (992). Still, the 2012-13 count is up 8% from the prior year's count (from 827 to 892). A.A. Degrees are up 18% since the prior year while A.S. Degrees increased just 3%. Interdisciplinary degrees now comprise 61% of all degrees awarded. AA-T and AS-T degrees represent 11.9% of all 2012-13 degrees awarded, up from 8.4% in 2011-12.

For all of FLC's history, females have been overrepresented in terms of degrees and certificates earned. 2012-13 represents the first year that that has not been the case. That is, females comprise 59% of FLC's F13 student body and virtually the same proportion (60%) of the degrees awarded in 2012-13. The proportion of degrees awarded to students 25 to 29 years of age has increased considerably (to 18.2%) for 2012-13 when compared to an average of about 15% for the prior four years. This has come at the "cost" of degrees earned primarily by 30-39 and 40-49 year old students now comprising a smaller proportion of total degrees awarded.

While non-white students represent about 35% of FLC's student body, they account for only about 28% of the degrees awarded in 2012-13. However, note that this is a considerable increase from the 18% of 2006-07. The proportion of degrees awarded to students of Hispanic/Latino descent has grown much faster over the five years shown here than has been the case for any of the other ethnic groups. While African American students comprise 2.5% of the student body, the proportion of overall degrees awarded to African American students is just 0.7%.

Conclusion

Reflecting the college's youth and the considerable enrollment growth it has experienced, itself the result of increasing community awareness of the college as well as the growth of its programs and course offerings and services, it is no surprise that the number of Associate Degrees awarded has increased considerably. Despite the setback in the economy and the resulting cuts to class sections, FLC is still awarding fully 90% as many degrees as it did in 2009-10 when it set an institutional record. The gender and ethnicity representativeness of those earning awards has improved considerably over the last five years, good news from a student equity perspective.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

Mapping for the discipline groupings shown on the facing page (note that each category includes, where applicable, AA-T & AS-T Degrees):

Arts, Visual & Performing	Art, Art History, Music, Theatre Arts
Behavioral & Social Sciences	Early Childhood Ed., Human Svcs., Psych., Soc. Sci.
Business	Acctg., Bus., Mgmt., Mktg., Real Estate
Career Technical	Admin Justice, Env. Techn. (Water/Waste Water), Fire Techn., Kinesiology, Project Mgmt., Public Mgmt., Rad. Techn., etc.
CIS/MIS/Programming	CIS, Comp. Sci., MIS (database, programming, web programming and publishing)
GE, GE Xfer, Liberal & Interdisc. Stu.	Comm, English, GE, GE Xfer, Humanities, Liberal Stu, Interdisc. Studies (Math & Sci, Art & Humanities, Soc. & Beh. Sci., Underst. & Self Disc., etc.)
Math & Natural Science	Biology, Chemistry, Math, Physics, Science (Gen)

Folsom Lake College
Key Performance Indicators
Awards - Degrees

Mission Stmt: tbd

Matriculation Plan: 7.1.6

Strategic Plan: II.3.1, III.1.3

Student Equity Plan: tbd

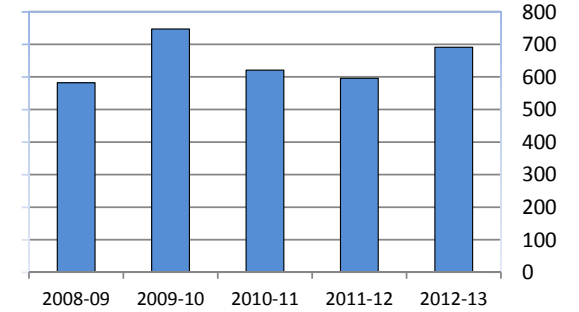


This indicator reflects the number and different types of degrees conferred for each of five academic years. Note that the top row reflects the count of degrees *and* certificates.

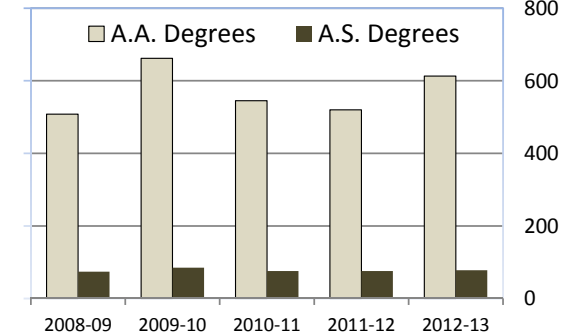
	Degrees					3 yr. Chg.
	2008-09	2009-10	2010-11	2011-12	2012-13	
Total Awards (Degr + Certs)	745	992	819	827	892	↗
Associate of Arts Degree (A.A.)	508	662	545	520	613	↗
Associate of Science Degree (A.S.)	74	85	76	76	78	→
Total Degrees	582	747	621	596	691	↗
Arts, Visual & Performing	1	4	4	3	2	↘
Behavioral & Social Sciences	131	127	76	62	54	↘
Business	40	44	36	63	60	↗
Career Technical	9	19	33	25	39	↗
CIS/MIS/Programming	1	2	3	3	6	↗
GE, GE Xfer, Lib & Interdisc. Stu.	327	468	397	370	464	↗
Math & Natural Science	73	81	70	70	67	↘
Interdisciplinary Degrees	16	180	286	330	422	↗
AA-T & AS-T Degrees	18	23	24	50	82	↗
Female	71.3%	69.2%	66.0%	71.5%	60.3%	↘
Male	28.7%	30.8%	34.0%	28.5%	39.7%	↗
18-24	64.9%	68.5%	66.0%	61.4%	63.8%	↘
25-29	15.1%	15.3%	15.1%	14.8%	18.2%	↗
30-39	8.8%	7.5%	9.5%	12.8%	8.8%	→
40-49	7.9%	6.0%	5.3%	6.5%	4.9%	→
50-59	3.1%	2.3%	3.9%	3.9%	3.6%	→
60+	0.2%	0.4%	0.2%	0.7%	0.6%	→
African American	2.1%	1.0%	0.7%	0.4%	1.0%	→
American Indian	2.6%	1.3%	0.7%	1.3%	0.7%	→
Asian/Pac Isl/Fil	5.4%	6.9%	8.3%	7.6%	3.8%	↘
Hispanic/Latino	9.4%	10.2%	10.7%	12.0%	14.7%	↗
Other Non-White	2.1%	1.7%	3.1%	1.5%	0.9%	↘
White	78.4%	75.0%	71.4%	72.7%	72.4%	→
Multi-Race *	*	3.9%	5.1%	4.5%	6.3%	→
Disabled (physical or learning)	4.1%	5.1%	4.8%	4.5%	10.5%	↗
Abled	95.9%	94.9%	95.2%	95.5%	89.5%	↘

* 2009-10 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-F10 stats.

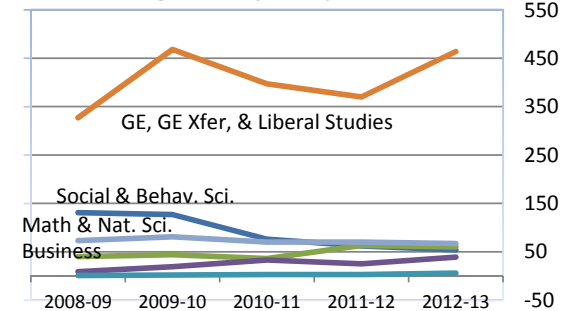
Total Degrees Conferred



Associate Degrees



Degrees by Subject Area



Folsom Lake College
Key Performance Indicators
Awards - Certificates

Summary

The number of certificates FLC has conferred has increased by 23% between 2008-09 and 2012-13, and increased 8% between 2011-12 and 2012-13. FLC awards no 60+ unit certificates and has since 2008-09 conferred steadily fewer <18 unit certificates.

While females comprise 62% of FLC's student body, 70% of the certificates awarded in 2012-13 were awarded to female students, down from 90% in 2008-09. The proportion of degrees awarded to students in 18-24 and 25-29 age groups has increased considerably as the proportion awarded to students in 30-39 and 40-49 age groups has declined.

While non-white students comprise 35% of FLC's student body, 27% of the certificates awarded in 2012-13 were awarded to non-white students.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

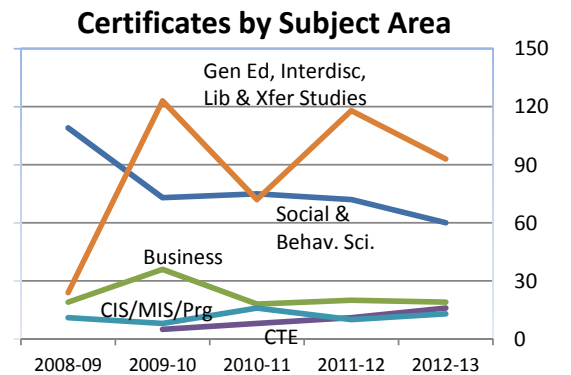
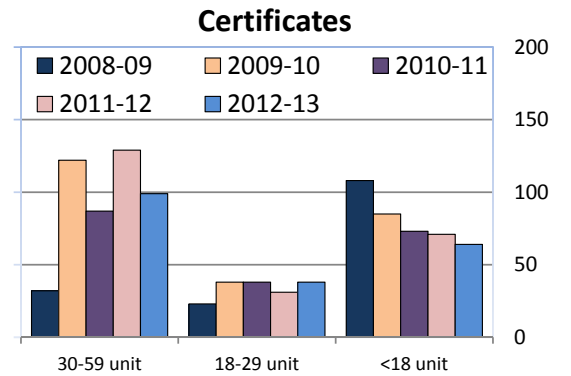
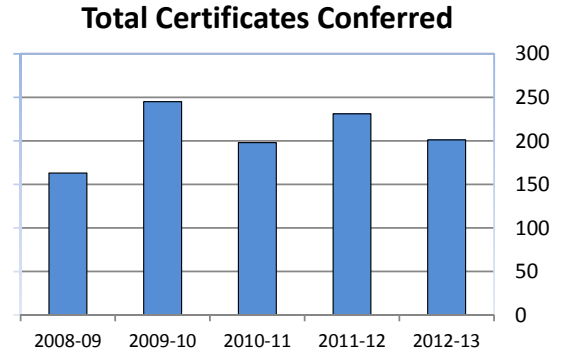
Mapping for the discipline groupings shown on the facing page:

Arts, Visual & Performing	Art, Art History
Behavioral & Social Sciences	Early Childhood Ed., Human Svcs., Psych., Soc. Sci.
Business	Acctg., Bus., Mgmt., Mktg., Real Estate
Career Technical	Administration of Justice and Criminal Justice, but eventually Water/Waste Water, Project Mgmt, Radiologic Technology, etc.
CIS/MIS/Programming	CIS, MIS (database, programming, web programming and publishing)
G.E., Interdis., Liberal & Xfer Stu.	Communication, English, GE, Humanities, Interdisc. Stu.
Math & Natural Science	Biology, Math, Physics, Science (Gen)

This indicator reflects the number and different type of certificates conferred for each of five academic years. Note that the top row reflects the count of degrees **and** certificates.

Certificates						3 yr. Chg.
2008-09	2009-10	2010-11	2011-12	2012-13		
Total Awards (Degr + Certs)	745	992	819	827	892	↗
Certificates (30-59 unit)	32	122	87	129	99	↗
Certificates (18-29 unit)	23	38	38	31	38	→
Certificates (<18 unit)	108	85	73	71	64	↘
Total Certificates	163	245	198	231	201	→
Arts, Visual & Performing	0	0	0	0	0	
Behavioral & Social Science	109	73	75	72	60	↘
Business	19	36	18	20	19	→
Career Technical	0	5	8	11	16	↗
CIS/MIS/Programming	11	8	16	10	13	↘
G.E., Interdis., Liberal & Xfer Stu.	24	123	72	118	93	↗
Math & Natural Science	0	0	0	0	0	
Female	89.2%	75.5%	75.1%	72.0%	70.0%	↘
Male	10.8%	24.5%	24.9%	28.0%	30.0%	↗
18-24	39.3%	53.7%	50.5%	55.4%	50.7%	→
25-29	10.4%	10.7%	12.6%	10.4%	14.4%	↗
30-39	19.6%	11.9%	9.6%	13.9%	11.4%	↗
40-49	16.6%	12.7%	16.2%	12.6%	12.4%	↘
50-59	14.1%	9.4%	10.1%	7.4%	9.5%	→
60+	0.0%	1.6%	1.0%	0.4%	1.5%	→
African American	1.3%	0.9%	0.6%	1.9%	0.0%	→
American Indian	0.6%	0.4%	0.6%	1.4%	0.5%	→
Asian/Pac Isl/Fil	16.6%	9.0%	4.2%	14.8%	14.4%	↗
Hispanic/Latino	7.0%	17.2%	14.4%	10.2%	8.7%	↘
Other Non-White	0.6%	1.3%	1.2%	4.2%	0.5%	→
White	73.9%	68.7%	73.1%	63.9%	72.8%	→
Multi-Race *	*	2.6%	6.0%	3.7%	3.1%	↘
Disabled (physical or learning)	3.7%	4.5%	6.1%	3.9%	3.5%	↘
Abled	96.3%	95.5%	93.9%	96.1%	96.5%	↗

* 2009-10 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-F10 stats.



Folsom Lake College

Key Performance Indicators

Transfers

Summary

Methods used to measure community college transfer effectiveness continue to evolve. "Transfer Ready," "Transfer Velocity," and "Student Progress & Achievement Rate" (SPAR) represent the latest permutations, the later two of which employ cohort tracking methodologies. Transfer Ready counts (derived and reported by the LRCCD's IR Ofc.) show the number of students FLC is preparing to transfer, irrespective of whether they actually do. Transfer Velocity rates (from the CCCCCO Scorecard) show the proportion of a selected cohort (those demonstrating transfer intent) that within five years actually transfer. The SPAR (also from the CCCCCO Scorecard) reflects the proportion of 1st time students (min 6 units) that ultimately earn an AA/AS, reach transfer prepared status, or actually transfer, with break outs for students identified as "college prepared" and "not-prepared."

Not surprisingly, each of the transfer effectiveness indicators described here has its caveats and "reporting issues." Despite their idiosyncracies and shortcomings, the greatest value of these indicators may lie in monitoring how they both individually and collectively change over time.

FLC's Transfer Ready count increased both consistently and considerably through 2011-12, up 43% between 2008-09 and 2011-12 (from 459 to 655), however is expected to show a decline for 2012-13. Stable at about 35% for the three preceding years, the 2012-13 Transfer Velocity rate reflects a three percentage point decline from that of 2011-12. FLC's SPAR for "college-prepared" students increased to a peak of 71% in 2011-12 but declined in 2012-13 to 67%, about what it was in 2009-10. The SPAR for "unprepared" students has remained fairly flat for the last 3 years.

Total transfers (all known sources) declined 17% between 2011-12 and 2012-13 (455 to 376), virtually all of which is due to a decline in transfers to CSU (325 to 254). Of the 376 2012-13 transfers, 68% transferred to CSU colleges, down from 74% the prior year. Of the 254 2012-13 transfers to CSU colleges, 74% transferred to Sac State, up from 68% the prior year. Of the 91 2012-13 transfers to UC, 59% transferred to UC Davis. The number of students transferring to in-state private or out-of-state universities has declined between 2011-12 and 2012-13 from 38 to 31, but both counts represent about 8.3% of their respective total transfer counts.

Of the 254 2012-13 CSU transfers that declared their race/ethnicity, 31% were non-white students, a considerable improvement from 2007-08 (22%), although still somewhat underrepresenting the 34% that non-white students comprised of FLC's 2011-12 student body.

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

¹ As derived and reported by the LRCCD IR Office and computed for the fall term only.

² Transfer Velocity, as used in CCCCCO Scorecard, reflects % of a given year's "xfer intent" cohort that transfers within 5 yrs. (e.g., 2011-12 stat above based on 2006-07 cohort). Details available at http://datamart.cccco.edu/App_Doc/Transfer%20Cohort%20Methodology.doc.

³ Student Progress and Achievement Rate (SPAR), as used in the CCCCCO Scorecard, reflects the extent to which students "complete" their community college educational experience. The SPAR shows the percent of students with a minimum of six units that within six years of entry complete an Associate's Degree or Certificate, are deemed "Transfer Prepared," or actually transfer. Details, including those relating to "prepared" and "not-prepared" cohorts at http://datamart.cccco.edu/App_Doc/Scorecard_Data_Mart_Specs.pdf.

⁴ As reported by UC and CSU system offices.

⁵ As reported by participating In-State-Privates (ISP) and Out-of-State (OOS) 4 yr. schools via the CCCCCO.

Folsom Lake College

Key Performance Indicators

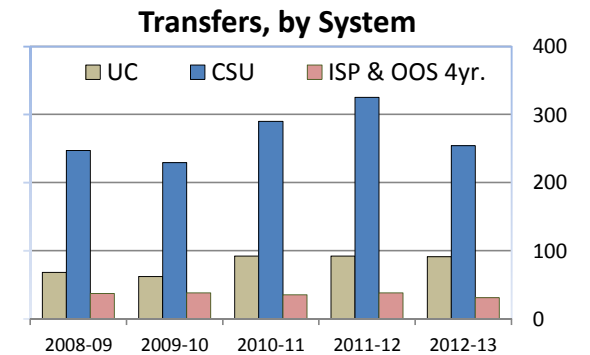
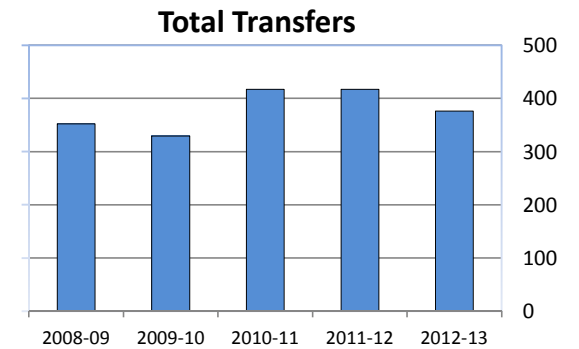
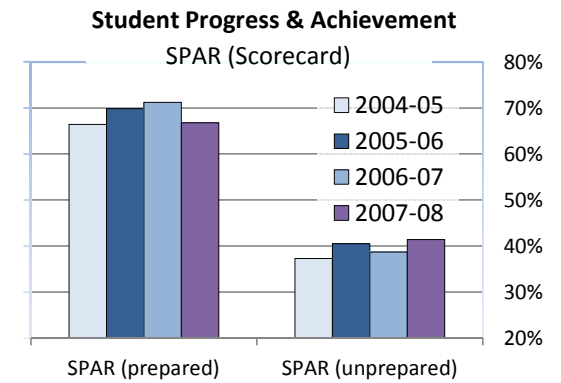
Transfers

Mission Stmt: tbd
 Matriculation Plan: 7.1.6
 Strategic Plan: II.3.1, III.1.3
 Student Equity Plan: tbd



This indicator reflects actual transfer numbers to UC, CSU In-State-Private (ISP) and Out-of-State (OOS) 4 year universities, as well as other counts and rates providing alternative perspectives on measuring completion and transfer effectiveness (e.g., Transfer Ready, Transfer Velocity, Student Progress & Achievement).

		Transfers to 4 yr. Institutions					3 yr. Chg.
		2008-09	2009-10	2010-11	2011-12	2012-13	
Transfer Ready ¹		459	522	618	655	678	↗
Transfer Velocity Rate, 5yr ²		n/a	35.5%	33.8%	35.3%	32.3%	↘
SPAR (college prepared) ³		n/a	66.4%	69.8%	71.2%	66.8%	↘
SPAR (unprepared for college) ³		n/a	37.3%	40.5%	38.7%	41.4%	→
Total Xfers (all known sources)		352	329	417	455	376	↘
Transfers to UC ⁴		68	62	92	92	91	→
Transfers to CSU ⁴		247	229	290	325	254	↘
Transfers to ISP & OOS 4 yr. ⁵		37	38	35	38	31	↘
U.C. Transfers							
<i>(primary campuses)</i>	UC Berkeley	11	6	6	6	6	→
	UC Davis	37	38	51	52	54	↗
	UC Los Angeles	2	1	7	7	5	↘
	UC Santa Barbara	4	3	6	7	8	↗
	UC Santa Cruz	9	4	8	8	11	↗
	UC San Diego	4	10	9	10	4	↘
	UCI, UCM, UCR	1	0	5	2	3	↘
C.S.U. Transfers							
<i>(primary campuses)</i>	Cal Poly, SLO	2	3	3	9	4	→
	Chico	12	13	14	21	13	→
	Humbolt	8	4	0	12	4	↗
	Monterey Bay	3	9	0	8	4	↗
	Northridge	2	2	2	6	1	→
	Sacramento	186	180	238	223	189	↘
	San Diego	6	2	3	3	9	↗
	San Francisco	6	4	7	11	11	↗
	San Marcos	0	4	2	2	0	↘
	San Jose	7	1	1	7	5	↗
	Sonoma	4	1	5	6	1	↘
	Stanislaus	2	0	2	2	1	→
	Other	9	6	13	15	12	→
UC/CSU 4yr Transfers**							
	Amer. Indian	2	2	1	3	3	↗
	African American	3	2	5	2	1	↘
	Asian/Filipino/Pac Islander	22	25	17	24	13	↘
	Hispanic/Latino	23	22	45	32	31	↘
	Other	2	1	0	3	2	↗
	White	224	177	244	192	157	↘
	Multi-Race *	n/a	n/a	15	22	21	↗
	Undeclared	39	61	54	47	26	↘



* 2010-11 & later reflects new federally mandated race/ethnicity data - not strictly comparable to pre-2010-11 stats (particularly the Hispanic/Latino cohort which increases dramatically as a result).

** UC + CSU through 2008-09, CSU-only from 2009-10 to present (UC no longer providing this breakout).

Folsom Lake College

Key Performance Indicators

Progression & Completion Rates

Summary

This KPI provides several different measures of the extent to which FLC students are progressing through various pathways to specific goals. The Scorecard's SPAR tracks a cohort of students over six years to completion (defined as having earned a Cert or AA/AS Degree, transferred or reached 'xfer prepared' status). While also appearing on the *KPI: Transfer* report disaggregated by preparation level (for college), it is shown here as the *overall* rate which reflects little change in the four years of statistics provided by the CCCC.

Another type of progression concerns progress to various milestones. The rates shown here reflect the proportion of new, 1st time to college students in an initial semester (e.g., F08) that over a period of 5 years achieve various goals including "units-completed" thresholds (e.g., 15 units or more, 30 units or more) and certificate and degree completion. During the last three years, most of these measures have experienced either a slight decline or no change, with the exception being an increase in the proportion of students earning a certificate.

Yet another type of progression is the overall time it takes students, on average, to complete a degree or certificate program. The Average-Time-to-First-Award measure included here reflects the average number of semesters necessary for students to earn a first award. This analysis attempts to provide a real-world perspective and for that reason *includes* in the count those fall and spring semesters during which the student stopped-out, or started but dropped all classes before the census date. FLC's stats show that for the new, 1st time students enrolled in a given fall semester, it takes, on average, six years to earn either a degree or a certificate (summer sessions are not included in the count of sems-to-award).

Reflecting another of the CCCC's Scorecard indicators, the Remedial Completion measure reflects the proportion of students enrolled in remedial courses that progress to complete the degree-applicable or collegiate-level course in the same discipline. The two additional Basic-Skills-to-Degree measures listed here were locally derived to address FLC Strategic Planning needs specific to evaluating basic skills pathways and reflect the proportion of new, basic skills students that earn an A.A. or A.S. Degree within 5 years. Here, the most significant finding is the decline over this five year period in the proportion of students progressing from the English writing (ENGWR) 2LB course to a degree. Also included here is the C&TE-to-Certificate progression rates which have declined over the three years of available statistics.

Last, the progression rates for English writing, reading, ESL and math are provided to show the extent to which students are moving through these sequences. Here, the rates remain fairly flat for courses with larger enrollments, with the exceptions being Math 3LB to 1LB over the last 3 years. (At right, the CCCC rubric of levels-below-transfer.)

Note: The "3 yr. Chg." column provides a simplistic indicator of change over the most recent 3 yr horizon and may mask significant issues taking place at lower levels of detail it summarizes.

""Levels Below" Transfer Course (per CCCC MIS)

	ENGWR	ENGRD	ESL	MATH
1LB	101	110	320	120
2LB	51	16	310	100
3LB	41		Lvl 5	30
4LB			Lvl 4	20
5LB			Lvl 3	

- ¹ Student Progress and Attainment Rate (SPAR), as used in the CCCC Scorecard, reflects the extent to which students "complete" their community college educational experience. The SPAR shows the percent of students with a minimum of six units that within six years of entry complete an Associate's Degree or Certificate, are deemed "Transfer Prepared," or actually transfer. For example the proportion of the 2006-07 cohort that complete by the end of 2011-12. The statistics shown here reflect the *overall* SPAR. Details at http://datamart.cccc.edu/App_Doc/Scorecard_Data_Mart_Specs.pdf.
- ² Statistic reflects proportion of a given fall semester's New, 1st-Time-to-College students that achieved each milestone within 5 years.
- ³ Using an eight year tracking period, statistics reflect the average number of semesters elapsing between first enrollment and award. Intended to provide a realistic indicator of how long it takes students to complete given all of the variables affecting their lives, the statistic does *not* exclude semesters that the student stopped out or enrolled elsewhere).
- ⁴ **Remedial-to-Xfer-Level:** Proportion of annual cohort completing a college-level course in the same discipline within 6 years. **C&TE-to-Award:** Proportion of initial (annual) cohort earning a Degree, achieving transfer prepared status, or transferring within 6 years. (CCCCO Student Success Scorecard Metrics definitions/methodology: http://extranet.cccc.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/2013%20specs.pdf). **Remedial-to-Degree:** Proportion of annual cohort (e.g., new-to-coll in F04, taking ENGWR 51 in F04 or S05) earning a Degree within 5 years (Locally developed using PSoft data fm LRCCD RDS datawarehouse.)
- ⁵ Proportion of an initial below-transfer-level-course cohort that successfully completes a target course over a given tracking period (from CCCC Basic Skills Cohort Progress Tracker). The tracking period used in the analyses is based on the # of "sequence hops" required (1 hop [e.g., 2LB-to-1LB] is 4 sems, 2 hops = 6 sems, 3 hops = 8 sems, 4 hops = 9 sems, 5 hops = 10 sems). For example, the proportion of F09 Math 120 students successfully completing any Xfer lvl math course (1 hop) by the end of S11. The caret symbol (^) is used to denote instances for which the respective tracking period requirement has not yet been met. "LB" refers to the number of levels below transfer level course work, per CCCC MIS element CB21 - see chart above and at right.

Folsom Lake College

Key Performance Indicators

Progression & Completion Rates

Mission Stmt: tbd
 Strategic Plan: II.3.1B, III.1.3, IV.2.2, IV.3
 Student Equity Plan: tbd
 Basic Skills Initiative: Strat Planning Items
 Matriculation Plan: 7.1.6



This group of metrics focuses on the extent to which students progress to various milestones and within course sequences. Each makes use of cohort tracking to show the proportion of an initial group that achieves a given goal. See end notes for explanations, definitions, and sources.

		Progression & Completion Rates					3 yr. Chg.			
Student Progress & Attainment Rate ¹	2004-05 cohort	2005-06 cohort	2006-07 cohort	2007-08 cohort	2008-09 cohort					
	SPAR (overall) ¹					46%	47%	46%	47%	avail. 5/15
1st Time Frosh Achieving Goal at FLC within 5yrs ²	F04-S09	F05-S10	F06-S11	F07-S12	F08-S13					
	15 units or more	46.9%	50.2%	55.8%	54.9%	55.2%	→			
	30 units or more	34.1%	36.3%	39.6%	39.7%	39.9%	→			
	60 units or more	16.3%	19.1%	20.6%	20.6%	20.7%	→			
	Certificate	1.1%	2.8%	3.2%	5.3%	5.2%	↗			
	A.A./A.S. Degree	10.1%	9.9%	12.1%	10.7%	11.6%	→			
Average Time to First Award ³	F04-S12	F05-S13	F06-S14	F07-S15	F08-S16					
	# of Semesters to Certificate (avg.)	11.6	11.7	avail. 12/14	avail. 12/15	avail. 12/16				
	# of Semesters to Degree (avg.)	12.5	11.8							
Completion Rates ⁴	2004-05 cohort	2005-06 cohort	2006-07 cohort	2007-08 cohort	2008-09 cohort					
	English (Remedial to Collegiate Lvl)	37.0%	50.1%	52.0%	50.8%	avail. 5/15	→			
	ESL (Remedial to Collegiate Lvl)	8.4%	21.4%	16.3%	21.7%		→			
	Math (Remedial to Collegiate Lvl)	29.0%	33.8%	35.8%	35.6%		↗			
	Career & Tech Ed (to Award)	54.7%	51.7%	50.1%	53.4%		↗			
	ENGWR 2LB (51) to A.A./A.S. Degree	19.4%	11.5%	10.4%	6.0%	7.3%	↘			
	Math 2LB (100) to A.A./A.S. Degree	20.1%	19.5%	20.0%	22.3%	19.8%	→			
Course Progression ⁵	F07 cohort	F08 cohort	F09 cohort	F10 cohort	F11 cohort					
	ENGWR 3LB (41) to Xfer lvl	23.0%	14.3%	25.0%	^	^	↗			
	ENGWR 2LB (51) to Xfer lvl	24.2%	28.5%	33.8%	35.1%	^	↗			
	ENGWR 1LB (101) to Xfer lvl	48.1%	50.6%	50.9%	47.2%	52.1%	→			
	ENGRD 2LB (16) to Xfer lvl	n/a	n/a	5.1%	3.7%	^				
	ENGRD 1LB (110) to Xfer lvl	n/a	9.8%	22.6%	28.3%	27.5%	↗			
	ESL 5LB (Lvl3) to ESL 3LB (Lvl5)	31.4%	25.0%	30.4%	^	^	→			
	ESL 5LB (Lvl3) to 1LB (320/101)	13.7%	20.0%	13.0%	^	^	→			
	ESL 5LB (Lvl3) to Xfer lvl (300)	2.0%	0.0%	^	^	^				
	Math 4LB (20) to Math 1LB	10.2%	8.4%	15.0%	^	^	↗			
	Math 4LB (20) to Xfer lvl	4.5%	3.8%	9.9%	^	^	↗			
	Math 3LB (30) to Math 1LB	18.7%	24.2%	22.4%	18.5%	^	↘			
	Math 3LB (30) to Xfer lvl	11.0%	13.2%	12.7%	^	^	↗			
	Math 2LB (100) to Math 1LB	34.8%	32.8%	35.3%	35.4%	34.5%	→			
	Math 2LB (100) to Xfer lvl	21.9%	21.3%	21.1%	21.1%	^	→			
Math 1LB (120) to Xfer lvl	34.8%	42.1%	42.3%	42.0%	41.8%	→				

