

Folsom Lake College

Key Performance Indicators

Fall-to-Fall Persistence Rate

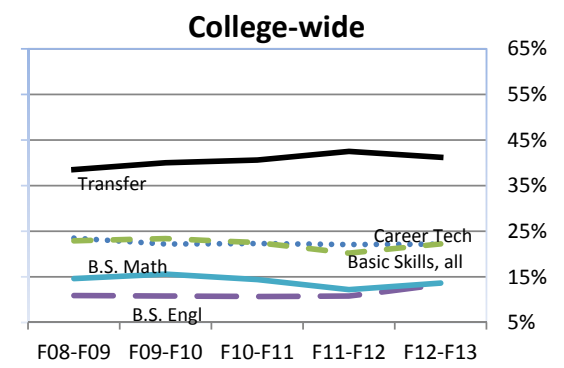
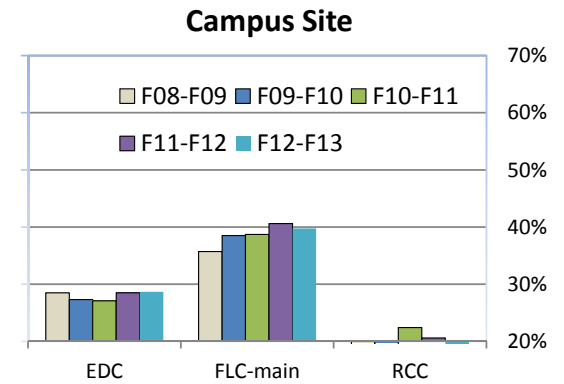
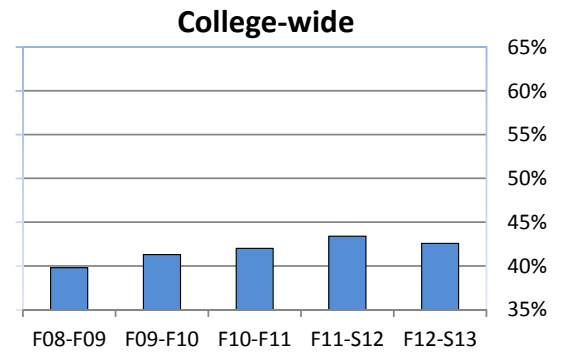
Mission Stmt: tbd Enrollment Mgmt Plan: Evaluation Marketing Plan: Evaluation (p9)
 Strategic Plan: II.3.1, III.1.3, IV.2.2 Basic Skills Initiative: Strat Planning Items
 Student Equity Plan: tbd Matriculation Plan: 7.1.6



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).



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.