

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

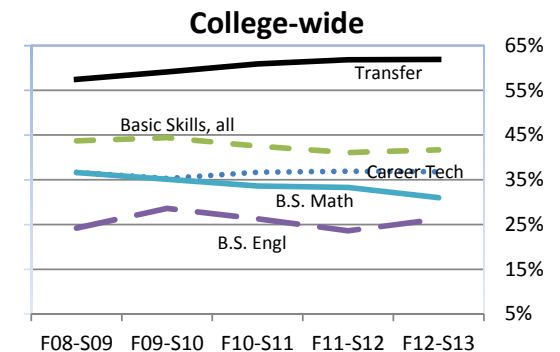
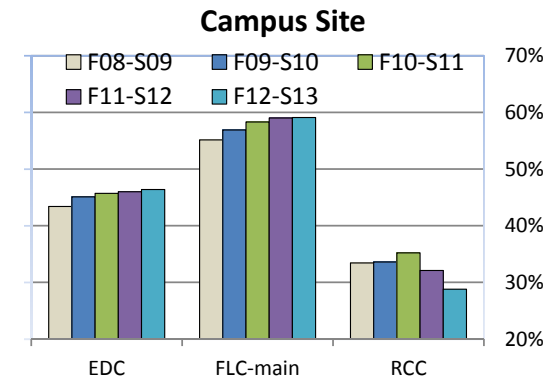
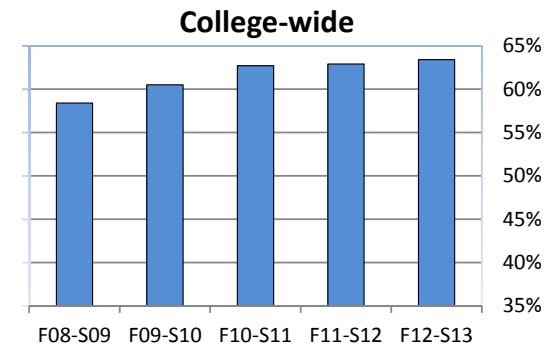


This indicator reflects the extent to which fall enrollees return and re-enroll the subsequent spring semester whether or not they complete any classes. It provides a sense for how well the college's course offerings, services, and facilities fulfill students' needs. Differences between groups may help 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 <sup>1</sup>	78.4%	79.3%	81.9%	80.6%	82.1%	→
Education-Initiative Cohort <sup>2</sup>	74.9%	76.6%	77.9%	79.0%	79.8%	↗
Transfer courses only <sup>3</sup>	57.4%	59.1%	60.9%	61.8%	61.9%	→
Career Tech. courses only <sup>4</sup>	36.6%	35.3%	36.7%	36.9%	36.8%	→
Basic Skills courses only <sup>5</sup>	43.7%	44.4%	42.5%	41.1%	41.7%	→
English Basic Skills courses only <sup>6</sup>	24.2%	28.6%	26.3%	23.6%	26.2%	→
Math Basic Skills courses only <sup>7</sup>	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-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.

<sup>1</sup> 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.

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

<sup>3</sup> Selected courses in database as transfer\_code = A or B where A = 'Crs xferable to UC/CSU' and B = 'Crs xferable to CSU')

<sup>4</sup> 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.'

<sup>5</sup> 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).

<sup>6</sup> Selected courses include any English courses with basic\_skills = P.

<sup>7</sup> Selected courses include any math courses with basic\_skills = P.