

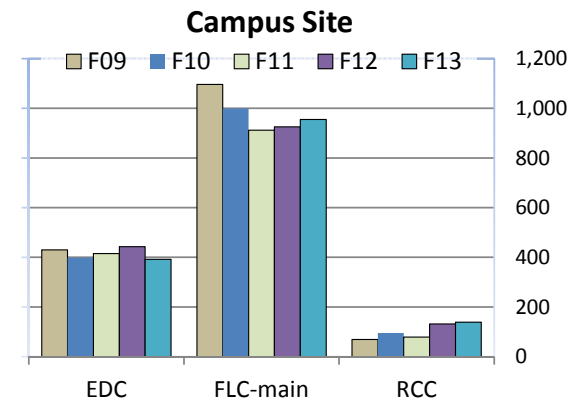
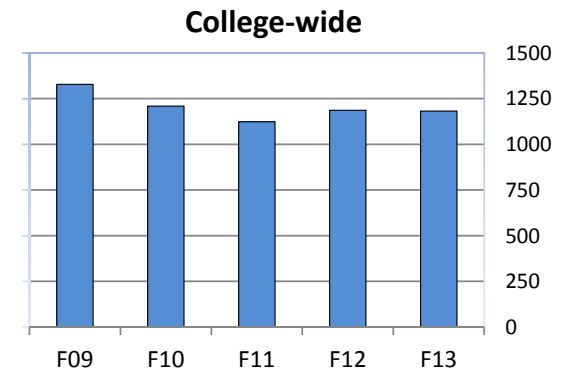
Folsom Lake College
Key Performance Indicators
Feeder High School Enrollments

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%	↗
* 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).						
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%	↘



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.

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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.