

Folsom Lake College

Key Performance Indicators

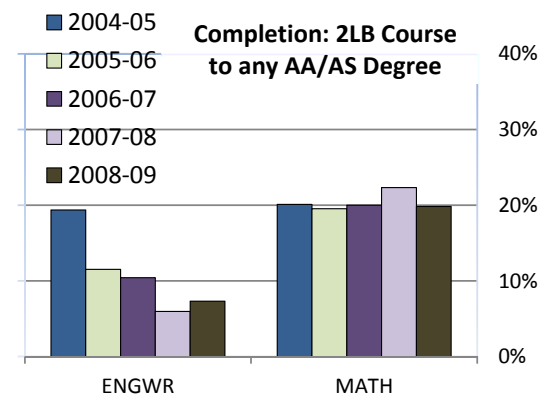
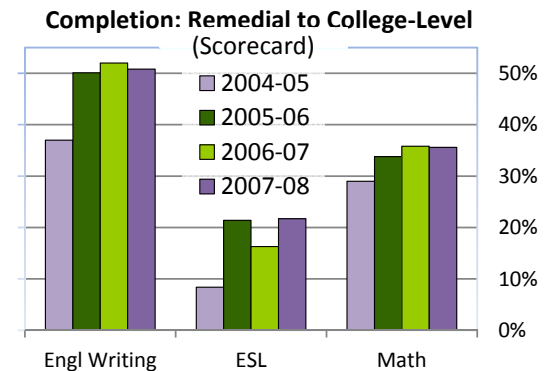
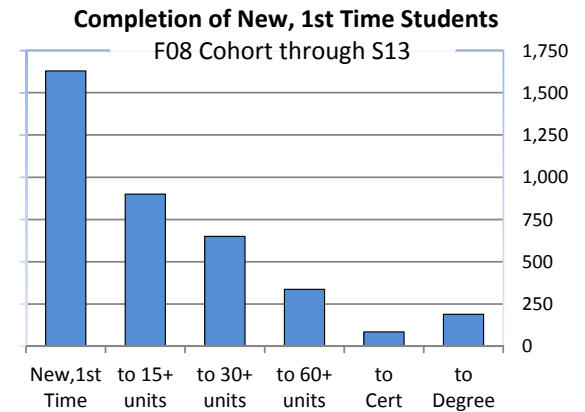
Progression & Completion Rates

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%	→	



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.