

Folsom Lake College
Key Performance Indicators
Course Retention Rate

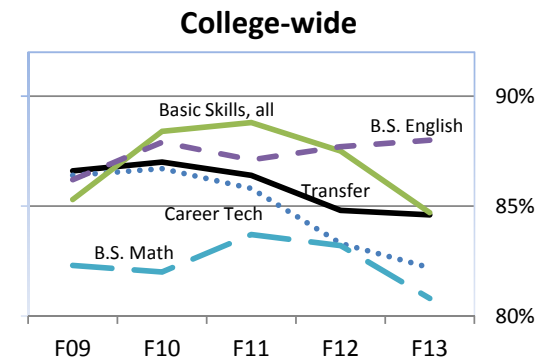
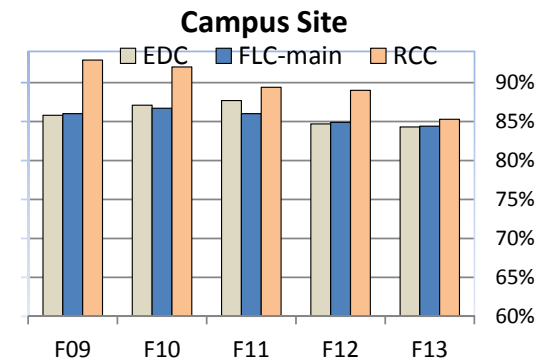
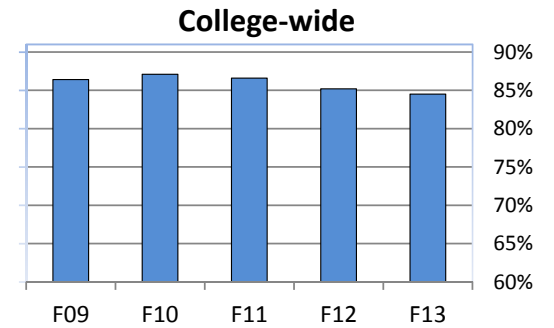
Mission Stmt: tbd Enrollment Mgmt Plan: Evaluation Marketing Plan: Evaluation (p9)
Strategic Plan: II.3.1, III.1.3, IV.2.2 Basic Skills Initiative: Strat Planning Items
Student Equity Plan: tbd Matriculation Plan: 7.1.6



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).



Folsom Lake College

Key Performance Indicators

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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.