

Folsom Lake College
Key Performance Indicators
Course Success Rate

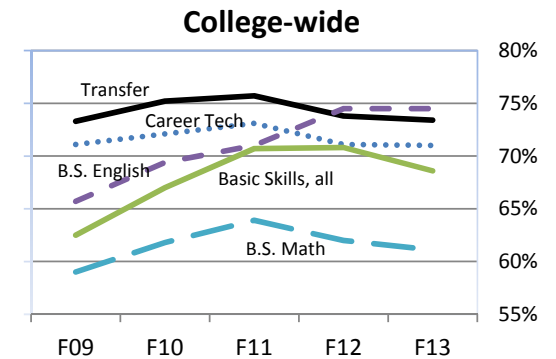
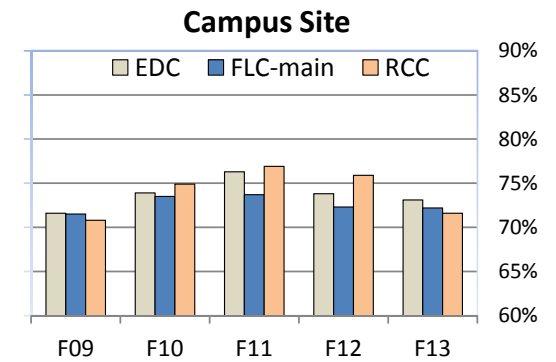
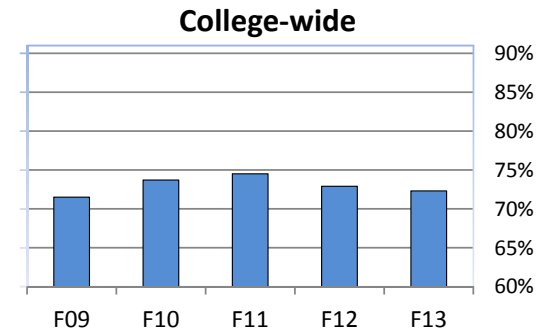
Mission Stmt: tbd Enrollment Mgmt Plan: Plan Eval. Marketing Plan: Evaluation (p9)
Strategic Plan: II.3.1, III.1.3, IV.2.2 Basic Skills Initiative: Strat Planning Items
Student Equity Plan: tbd Matriculation Plan: 7.1.4, 7.1.6



This indicator reflects the proportion of successful grades earned by a specific group of students. It is defined as the number of A, B, C, Cr grades awarded expressed as a proportion of all grades awarded (including 'W's). 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) are successfully passing their courses.

Course Success Rate						3 yr. Chg.
	F09	F10	F11	F12	F13	
College-wide	71.5%	73.7%	74.5%	72.9%	72.3%	↘
El Dorado Center	71.6%	73.9%	76.3%	73.8%	73.1%	↘
Folsom Lake (main campus)	71.5%	73.5%	73.7%	72.3%	72.2%	↘
Rancho Cordova Center	70.8%	74.9%	76.9%	75.9%	71.6%	↘
New, 1st time freshmen ¹	72.0%	76.4%	77.3%	78.7%	76.0%	↘
Education-Initiative Cohort ²	70.3%	73.9%	75.4%	76.3%	74.3%	→
Advanced Ed (concurr. HS enrl.) ³	87.1%	88.2%	84.8%	88.9%	90.3%	↗
Transfer courses only ⁴	73.3%	75.2%	75.7%	73.8%	73.4%	↘
Career Tech. courses only ⁵	71.1%	72.1%	73.1%	71.1%	71.0%	↘
Basic Skills courses (all) ⁶	62.5%	67.0%	70.7%	70.8%	68.6%	↘
English Basic Skills courses only ⁷	65.7%	69.4%	71.0%	74.5%	74.5%	↗
Math Basic Skills courses only	59.0%	61.8%	63.9%	62.0%	61.1%	↘
Female	73.6%	75.7%	76.7%	75.1%	74.1%	↘
Male	68.6%	71.2%	71.7%	70.1%	69.9%	↘
18-24	70.3%	73.1%	73.7%	72.6%	72.3%	↘
25-29	70.4%	73.1%	73.2%	71.3%	70.6%	↘
30-39	72.4%	73.7%	74.9%	73.9%	72.1%	↘
40-49	75.4%	75.5%	78.5%	73.7%	72.5%	↘
50-59	75.5%	75.8%	78.9%	74.7%	74.7%	↘
60+	74.2%	78.4%	82.3%	70.9%	68.3%	↘
African American	53.3%	55.8%	49.0%	52.0%	59.5%	↗
American Indian	64.1%	66.3%	73.9%	69.5%	62.1%	↘
Asian/Pac Isl	76.2%	80.2%	78.3%	77.4%	74.6%	↘
Filipino	70.4%	76.4%	76.6%	70.7%	79.1%	↗
Hispanic/Latino	64.3%	67.4%	69.0%	69.2%	68.9%	→
Other Non-White	66.3%	69.7%	73.6%	74.5%	71.7%	↘
White	73.2%	75.4%	75.9%	74.8%	73.7%	↘
Multi-Race *	*	73.9%	71.8%	71.0%	67.3%	↘
Disabled (physical or learning)	63.5%	71.6%	68.7%	72.3%	73.2%	↗
Abled	71.8%	73.8%	74.8%	72.9%	72.3%	↘

* 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

At 72.3%, FLC's F13 course success rate falls just short of its five year average of about 73%, and is down 2.2 percentage points from its peak, set in F11. Over the last three years, the rate has fallen at each of FLC's campuses with the greatest declines at RCC and EDC (by 5.3 and 3.2 percentage points, respectively). During this same time period, the rate of most groups called out in this report has declined, some considerably more than others. One of the five exceptions is the basic skills English group which increased 3.5 percentage points in F12 and lost no ground for F13. The second and third are the African American and Filipino groups which between F11 and F13 gained 10.5 and 2.5 percentage points, respectively. The fourth is the Advanced Ed group with a F11 to F13 increase of 5.5 percentage points. Lastly, the disabled group posted its highest ever course success rate (73.2%). The African American and American Indian groups lag behind the white and Asian groups by nearly 15 percentage points.

While one 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). 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.