

RESEARCH BRIEF

Student Success Scorecard: 2015

Overview

The Student Success Scorecard was created by the California Community Colleges Chancellor's Office as an accountability tool that measures student success in five key areas listed below. Data are disaggregated by race, ethnicity, gender and age to help colleges focus on closing performance gaps. The data are presented in six-year cohorts, thus the most recent data (2013-2014) reflects students who began in 2008-2009. The scorecard is not intended to be used to rank colleges, but rather to provide benchmark data to help identify internal trends, areas in need of improvement and accomplishments to celebrate at Folsom Lake College. For a direct Link to the Scorecard: [Click Here](#).

Five Key Areas

Persistence – The percentage of students who remained enrolled for three consecutive terms

- Overall 72% of FLC students remained enrolled for three consecutive terms, while 70% of college prepared students persisted between 08-09 and 13-14

30-Unit Rate – The percentage of students who earned at least 30 units of credit

- Overall 67% of FLC earned at least 30 units of credit between 08-09 and 13-14

Completion – The percentage of students who completed a degree, certificate or transfer-related outcomes

- Overall 44% of FLC students completed a degree, certificate or transfer-related outcome between 08-09 and 13-14

Remedial – The percentage of students who started at below college-level in English, mathematics and/or English as a Second Language, and went on to complete a college-level subject in the same discipline

- *Math* – 34% of students who started below college level math, progressed to college level math in six years
- *English* – 52% of students who started below college level English, progressed to college level English in six years
- *ESL* – 10% of students who started below college level ESL course, progressed to college level ESL course in six years

Career Technical Education – the percentage of students who earned a degree or certificate or transferred to a four-year university in a career technical or vocational field

- Overall, 53% CTE students achieved a CTE outcome within six years

Profile

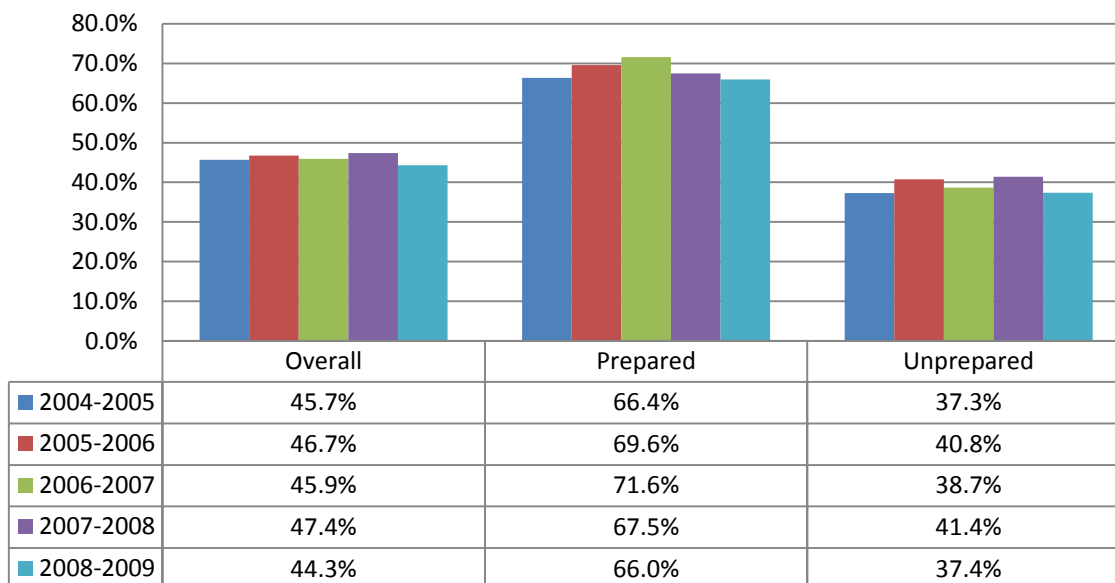
	Folsom Lake College Profile	Statewide Profile
Student Information	2013-2014	2013-2014
Headcount:	11,057	2,310,306
Gender:		
Female	57.7%	53.0%
Male	40.6%	45.9%
Unknown Gender	1.7%	1.1%
Age:		
< 20 years old	26.7%	24.4%
20 to 24 years old	33.2%	32.2%
25 to 39 years old	25.2%	26.8%
40+ years old	14.9%	16.7%
Unknown Age	0.0%	0.0%
Race/Ethnicity:		
African-American	2.7%	7.1%
American Indian/Alaska Native	0.8%	0.4%
Asian	8.9%	11.3%
Filipino	1.6%	2.9%
Hispanic	15.4%	40.2%
Pacific Islander	0.7%	0.5%
White	62.3%	29.0%
Two or More Races	4.7%	3.5%
Unknown Ethnicity	2.9%	5.0%
Other Information		
Full-Time Equivalent Students	5,206	1,122,604
Credit Sections	1,413	323,693
Non-Credit Sections	0	28,419
Median Credit Section Size	30	27
Percent of Full-Time Faculty	67.9%	56.1%
Percent of First Generation Students	36.4%	40.1%
Student Counseling Ratio	652:1	722:1

Cohort: Prepared vs. Unprepared

	Total Cohort	# Prepared	% Prepared	# Unprepared	% Unprepared
2004-2005	783	226	28.9%	557	71.2%
2005-2006	823	168	20.4%	655	79.6%
2006-2007	1,050	229	21.8%	821	78.2%
2007-2008	1,292	295	22.8%	997	77.2%
2008-2009	1,373	332	24.2%	1,041	75.8%

Analysis: The number of students in each cohort¹ has steadily increased. There has been some fluctuation in the percent of prepared and unprepared² students in each cohort, with an average across the 5 reported cohorts of 23.6% prepared and 76.4% unprepared for college level coursework.

Degree/Transfer Completion Rate: Prepared vs. Unprepared



Analysis: The completion³ rate has moderately fluctuated across the 5 reported cohorts. The average overall completion rate is 46%, with college prepared students reporting a significantly higher completion rate (68.2%) than students who are unprepared (39.1%).

¹ **Cohort:** First time students with the intent to complete who have a valid Social Security number, earned ≥ 6 units unit during the first three years of enrollment, and attempted a Math or English course in first three years; tracked over a 6 year period.

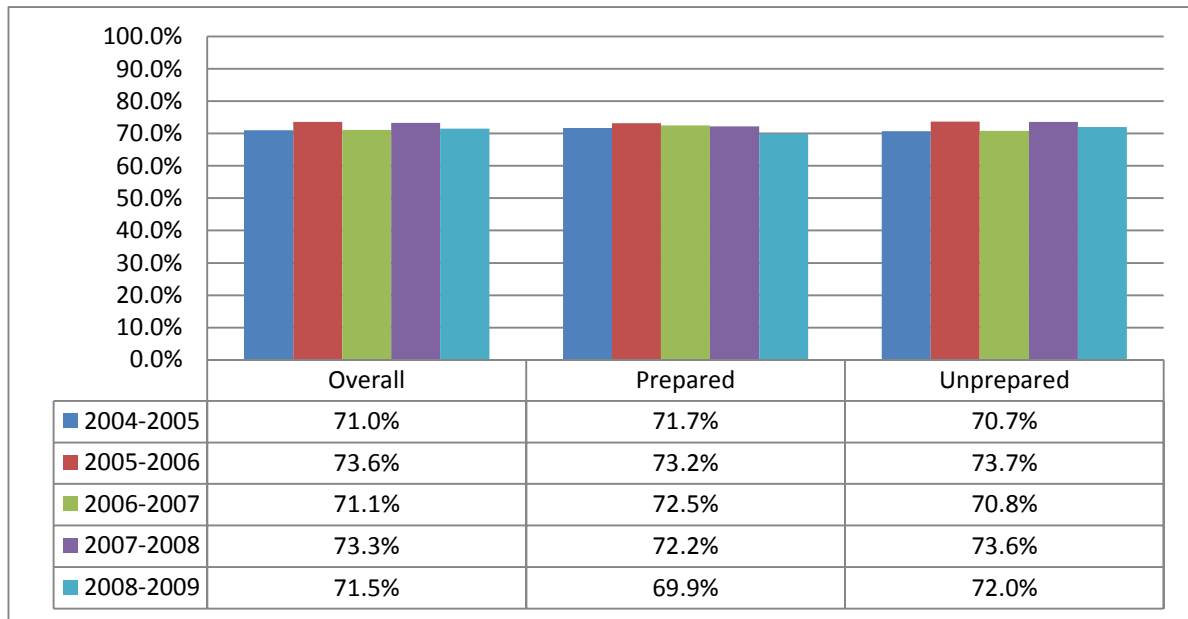
² **Prepared/Unprepared for College Level:** Lowest attempted English or Math course was at a “prepared for college level” (i.e. transferable or degree applicable) or “unprepared for college-level” (i.e. basic skills/developmental education courses).

³ **Completion:** The percentage of the cohort that earned an AA/AS or credit Certificate (Chancellor’s Office approved), transferred to a four-year institution, and/or achieved “transfer prepared” status (completed 60 UC/CSU transferable units with a GPA ≥ 2.0).

Momentum Points

The Scorecard reports on three key indicators of student progress towards completion identified as “momentum points”: persistence across first 3 semesters of college, achievement of 30 units, and basic skills progression.

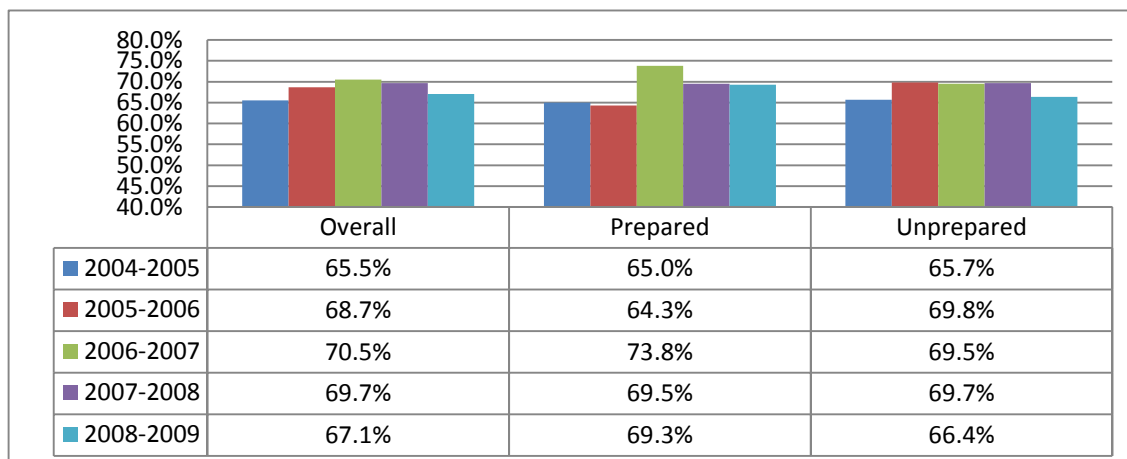
Persistence Rate: Prepared vs. Unprepared



Analysis: The persistence⁴ rate has remained relatively stable across the 5 reported cohorts, with an overall average of 72.1%. There have been minor but interesting shifts in persistence rates between prepared and unprepared students. On average, unprepared students are slightly more likely to persist (72.2%) than prepared students (71.9%).

⁴ **Persistence:** The percentage of cohort students who enrolled in the first three consecutive primary semester terms.

30 Units: Prepared vs. Unprepared



Analysis: The 30 units⁵ rate has shown some variability across the 5 reported cohorts, with an overall average of 68.3% of students achieving 30 completed units. Similar to the persistence rate, there were minor but interesting shifts in the percentage of prepared and unprepared students reaching 30 units. On average, the 30 unit rate was the same for prepared and unprepared students.

Remedial Progress: English, ESL & Math

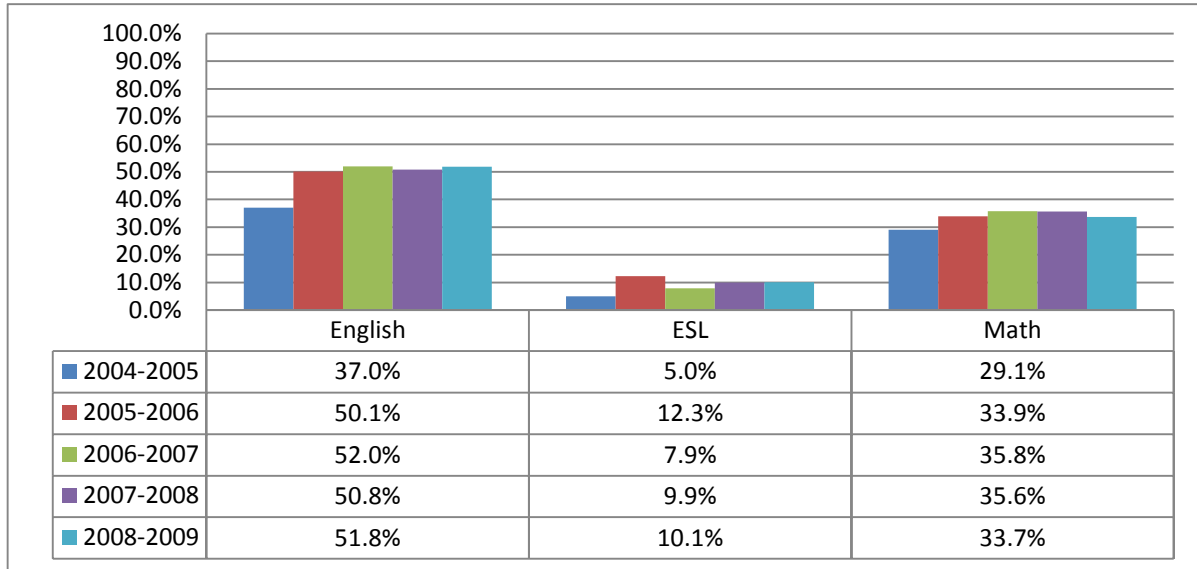
It should be noted that the cohort of students reported in the Scorecard's "Remedial Progress Rate" is not the same cohort of students reported above for completion, persistence, and 30 units. This cohort is defined as the year the student attempts for the first time a course at "levels below transfer" in Math, English Writing and/or ESL.

	English: Cohort Size	ESL: Cohort Size	Math: Cohort Size
2004-2005	514	321	1,361
2005-2006	641	195	1,034
2006-2007	838	203	1,164
2007-2008	952	182	1,333
2008-2009	923	188	1,366

Analysis: The size of the English cohort increased steadily from 2004-2007, and then showed a slight decrease in 2008. The size of the ESL cohort has decreased dramatically since its 2004 high of 321, with the following four cohorts averaging 192 students. The Math cohort has shown a good deal of variability across the reported cohorts, with a steady increase across the past 4 cohorts.

⁵ **30 Units:** The percentage of cohort students who earned at least 30 units in the CCC system.

Remedial Progress Rate



Analysis: The remedial progress rate⁶ for English Writing was 37% in 2004, but quickly rose to 50% the following year and remained relatively stable across the remaining 4 reported cohort years. The ESL progression rate has fluctuated widely from 5% to 12.3%, with a 5 year average of 9%. The Math progress rate was steadily rising across the first three cohorts, but regressed during the last two cohorts, with a 5 cohort average of 33.6%

CTE Completion Rate

The Career Technical Education (CTE) cohort of students is also not the same cohort of students reported above for completion, persistence and 30 units. This cohort is defined as students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years, in a single discipline.

	CTE: Cohort Size	CTE: Completion Rate
2004-2005	924	55.1%
2005-2006	612	49.8%
2006-2007	699	49.9%
2007-2008	862	50.0%
2008-2009	835	52.8%

Analysis: The CTE cohort size has varied widely, with an average across the 5 cohorts of 786 students per year. The CTE completion rate was at a high in 2004 at 55.1% but then dropped by over 5% the next

⁶ **Remedial Progress:** The percentage of remedial cohort students who first enrolled in a course below transfer level in English, Math and/or ESL and then completed a college-level course in the same discipline within 6 years.

year, to then steadily increase across the next 3 reporting years. The average completion rate across the 5 cohorts is 51.52%.

Comparison of FLC to Statewide Averages

Scorecard Metric		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Five Cohort Average
Prepared for College	FLC	28.9%	20.4%	21.8%	22.8%	24.2%	23.6%
	Statewide	26.5%	26.5%	26.6%	25.5%	24.9%	26.0%
Degree/Transfer Completion Rate	FLC	45.7%	46.7%	45.9%	47.4%	44.3%	46.0%
	Statewide	48.1%	49.0%	49.2%	48.2%	46.8%	48.3%
Persistence	FLC	71.0%	73.6%	71.1%	73.3%	71.5%	72.1%
	Statewide	70.6%	70.1%	70.3%	70.5%	71.7%	70.6%
30 Units	FLC	71.0%	73.6%	71.1%	73.3%	71.5%	72.1%
	Statewide	64.9%	65.9%	66.4%	66.5%	66.5%	66.0%
Remedial English	FLC	37.0%	50.1%	52.0%	50.8%	51.8%	48.3%
	Statewide	41.7%	41.9%	42.8%	43.5%	43.4%	42.7%
Remedial ESL	FLC	5.0%	12.3%	7.9%	9.9%	10.1%	9.0%
	Statewide	24.4%	25.4%	26.3%	27.1%	28.4%	26.3%
Remedial Math	FLC	29.1%	33.9%	35.8%	35.6%	33.7%	33.6%
	Statewide	28.4%	28.9%	30.0%	30.7%	31.0%	29.8%
CTE Completion	FLC	55.1%	49.8%	49.9%	50.0%	52.8%	51.5%
	Statewide	50.3%	50.7%	51.4%	50.4%	49.9%	50.5%

Analysis: Looking at the average scores across the five cohorts, Folsom Lake College is performing at a significantly higher rate than statewide averages on several metrics: 30 Units (72.1% vs. 66%), Remedial English (48.3% vs. 42.7%) and Remedial Math (33.6% vs. 29.8%). For the metrics of Persistence (72.1% vs. 70.6%) and CTE Completion (51.5% vs. 50.5%), FLC is reporting rates somewhat higher than statewide averages. For the metric of Degree/Transfer Completion Rate (46% vs. 48.3%), FLC is reporting a rate somewhat lower than statewide average. Interesting to note is that FLC students are slightly less prepared for college than the average student statewide (23.6% vs. 26%). The metric showing the greatest disparity is Remedial ESL, with FLC reporting only a 9% progression rate, compared to the statewide average of 26.3%.