









RESEARCH BRIEF

Student Success Scorecard: 2016

Overview

The Student Success Scorecard was created by the California Community Colleges Chancellor's Office as an accountability tool that measures student success in six 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 (2014-2015) reflects students who began in 2009-2010. The scorecard is not intended to be used to rank colleges, but rather to provide benchmark data that will focus attention on internal trends, areas in need of improvement and accomplishments to celebrate at Folsom Lake College. For a direct Link to the Scorecard: [Click Here](#).

Scorecard Metrics

Metric	Movement 2015 to 2016	Description of Status:
Completion Rate		Overall 47% of FLC students completed a degree, certificate or transfer-related outcome, up 1% from last year
CTE Completion Rate		Overall, 53% of CTE students earned a degree, certificate or transfer-related outcome, with no change from last year
Persistence Rate		Overall 75% of FLC students remained enrolled for three consecutive terms, up 3% from last year and highest persistence rate in past 4 years
Remedial Progress Rate		English: 50% of students progressed to college level English in six years, down 2% from last year
		ESL: 10% of students progressed to zero level ESL/college level English in six years, with no rate change from previous year
		Math: 38% of students progressed to college level math in six years, up 4% from last year
Skills Builder		Overall, skills builders increased their wages by 16% (range of 10% to 55%). This metric is new this year so there is no comparison data
30 Units Rate		Overall 73% of FLC students earned at least 30 units, an increase of 6% from last year and highest 30 units rate in past 4 years

College Profile

	Folsom Lake College Profile	Statewide Profile
Student Information	2016	2016
Headcount:	10,910	2,317,945
Gender:		
Female	56.4%	53.1%
Male	41.5%	45.8%
Unknown	2.0%	1.1%
Age:		
< 20 years old	27.9%	24.9%
20 to 24 years old	33.8%	32.2%
25 to 39 years old	24.9%	26.8%
40+ years old	13.4%	16.1%
Unknown Age	0.0%	0.0%
Race/Ethnicity:		
African-American	2.8%	6.7%
American Indian/Alaska Native	1.0%	0.4%
Asian	8.5%	11.4%
Filipino	1.6%	2.9%
Hispanic	16.8%	41.7%
Pacific Islander	0.6%	0.4%
White	60.8%	28.2%
Two or More Races	5.7%	3.7%
Unknown Ethnicity	2.3%	4.5%
Other Information:		
Full-Time Equivalent Students	5,341	1,133,287
Credit Sections	1,470	337,685
Non-Credit Sections	n/a	29,455
Median Credit Section Size	28	26
Percent of Full-Time Faculty	66.6%	56.1%
Percent of First Generation Students ¹	21.0%	41.7%
Student Counseling Ratio	514:1	657:1

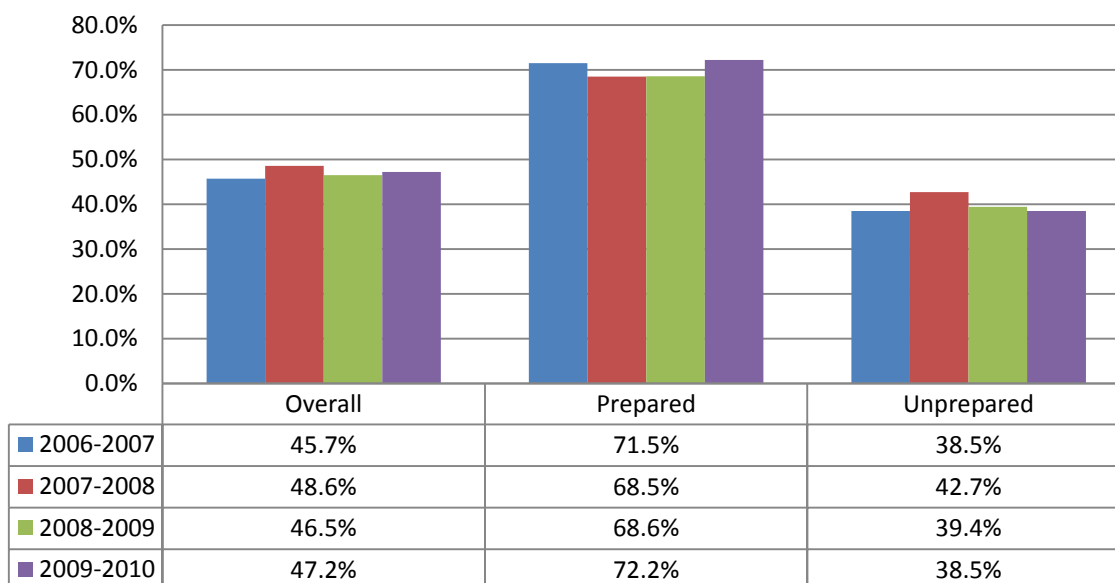
¹ **First Generation:** First Generation status is defined by the highest level of parent/guardian education; high school graduate or below are designated as first generation and some college, no degree or more are designated as non-first generation. The data for this variable is incomplete; use this data point with caution. Statewide the percent rate of data completeness is 37.5%; for LRCCD colleges that rate is below 5%.

Cohort²: Prepared vs. Unprepared³

	Total Cohort	# Prepared	% Prepared	# Unprepared	% Unprepared
2006-2007	1,043	228	21.9%	815	78.1%
2007-2008	1,291	295	22.9%	996	77.1%
2008-2009	1,369	331	24.2%	1,038	75.8%
2009-2010	1,389	356	25.6%	1,033	74.4%

Analysis: The number of students in the prepared cohort has steadily increased over the past 4 years. The average across the 4 reported cohorts is 24% prepared and 76% unprepared for college level coursework.

Degree/Transfer Completion Rate: Prepared vs. Unprepared



Analysis: The completion⁴ rate has moderately fluctuated across the 4 reported cohorts. The average overall completion rate is 47%, with college prepared students reporting a significantly higher completion rate (70%) than students who are unprepared (40%).

² **Cohort:** First time students with the intent to complete a degree and/or transfer, who have a valid Social Security number, earned ≥ 6 units during the first three years of enrollment, and attempted a Math or English course in the first 3 years; tracked over a six-year period.

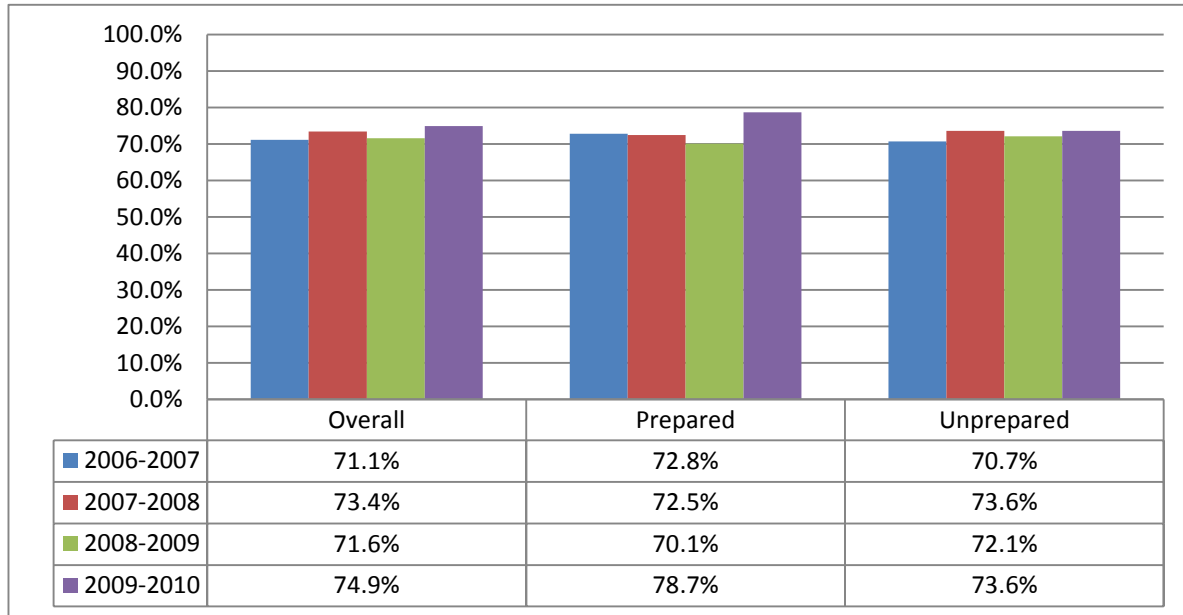
³ **Prepared/Unprepared for College Level:** Lowest attempted English or Math course was at a “prepared for college level” (i.e. transfer level course OR degree applicable course with certain grade) or “unprepared for college-level” (i.e. one or more levels below transfer).

⁴ **Completion Rate:** 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

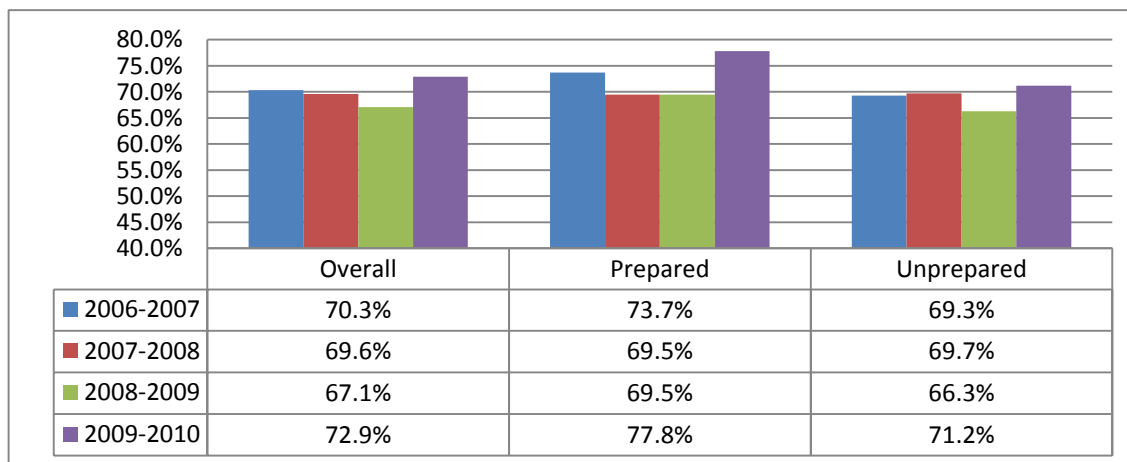
The Scorecard reports on three key indicators of student progress towards completion identified as “momentum points”: persistence across first 3 semesters of college, achievement of 30 units, and basic skills progression.

Persistence Rate: Prepared vs. Unprepared



Analysis: The persistence⁵ rate has remained relatively stable across the 4 reported cohorts, with an overall average of 72 %. There have been minor but interesting shifts in persistence rates between prepared and unprepared students. On average, prepared students are slightly more likely to persist (74%) than unprepared students (73%).

30 Units Rate: Prepared vs. Unprepared



⁵ **Persistence:** The percentage of cohort students who enrolled in the first three consecutive primary semester terms.

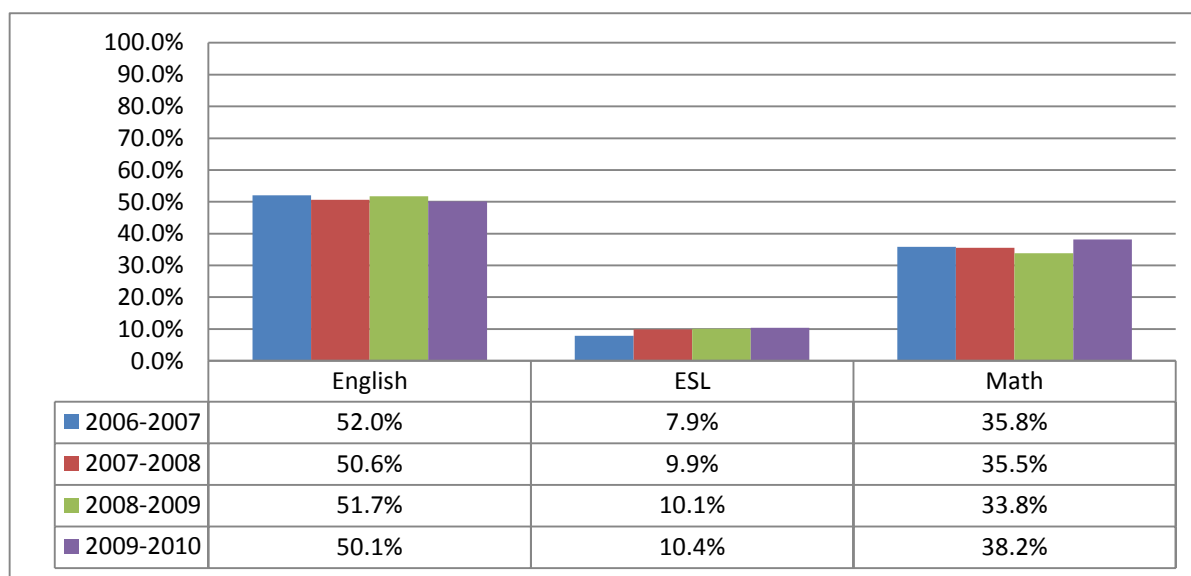
Analysis: The 30 units rate⁶ has shown some variability across the 4 reported cohorts, with an overall average of 70% of students achieving the benchmark of 30 units completed. Similar to the persistence rate, there were minor but interesting shifts in the percentage of prepared and unprepared students reaching 30 units. On average, the 30 units rate was 72% for prepared students and 69% for unprepared students.

Remedial Progress Cohorts: English, ESL & Math

	English: Cohort Size	ESL: Cohort Size	Math: Cohort Size
2006-2007	838	203	1,162
2007-2008	948	182	1,331
2008-2009	920	188	1,363
2009-2010	1,067	260	1,294

Analysis: The size of the cohort⁷ taking remedial English has increased steadily. The size of the ESL and Math cohorts have shown some variability across the 4-year reporting period.

Remedial Progress Rates



Analysis: The remedial progress rate⁸ for English across the 4 year reporting period has remained stable, at an average of 51%. The ESL progression rate has steadily increased from 8% to 10%. The remedial math progress rate has fluctuated, with the average rate of 36%.

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

⁷ **Remedial Progress Cohort:** 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. This cohort of students is not the same cohort of students reported above variables.

⁸**Remedial Progress Rate:** 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.

CTE Completion Rate

	CTE: Cohort Size	CTE: Completion Rate
2006-2007	699	49.8%
2007-2008	865	50.6%
2008-2009	838	53.3%
2009-2010	896	53.0%

Analysis: The Career Technical Education (CTE) cohort⁹ size has increased across the 4 year reporting period, with an average of 825 students per cohort year. The CTE completion rate has shown some variability, with a 4-year average rate of 52%.

Skills Builder

Skills Builder is a new metric added to the Scorecard report this year. Career skills-builders are workers who are maintaining and adding to skill-sets required for ongoing employment and career advancement. Skills-builders successfully completed higher level CTE coursework, but left the system without receiving any type of traditional outcome such as transfer to a four-year college or completion of a degree or certificate. Most skills builders take only one or two CTE courses. The Skills Builder metric measures the median income percentage change in earnings one year before compared to one year after the completed year of CTE coursework¹⁰. The first cohort year being reported here is 2012-2013.

Disciplines with the highest enrollment:	Cohort Size (N=435)	Median % Income Change
Accounting	69	9.5%
Administration of Justice	57	48.8%
Business Management	49	13.1%
Office Technology / Computer Applications	38	54.8%
Software Applications	37	15.1%
Emergency Medical Services	35	14.2%
Business & Commerce, General	35	33.3%
Child Development / Early Care & Education	25	47.1%
Real Estate	22	37.3%
Information Technology, General	19	53.3%

Analysis: The Skills Builder rate of median income change ranged from 9.5% to 54.8%, with an average earnings increase of 16.1%.

⁹ **CTE Cohort:** 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. This cohort of students is also not the same cohort of students reported above for the momentum points of completion, persistence and 30 units, or remedial progress.

¹⁰ **Skills Builder Cohort Note:** Not all career skills building students will be included in this cohort. Students must have a valid Social Security number to match to EDD wage files. EDD data contains wages only for those in an occupation covered by Unemployment Insurance in California; this exclude students employed by the military or federal government, self-employed, employed out of state, or unemployed. EDD data do not indicate the occupation in which the individual is employed, hours worked, or part/full time status.

Comparison of FLC to Statewide Averages

Scorecard Metric		2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	Average
% Prepared for College	FLC	21.9%	22.9%	24.2%	25.6%	23.7%
	Statewide	26.5%	25.4%	24.8%	24.6%	25.3%
Degree/Transfer Completion Rate	FLC	45.7%	48.6%	46.5%	47.2%	47.0%
	Statewide	49.2%	48.4%	47.3%	47.1%	48.0%
Persistence Rate	FLC	71.1%	73.4%	71.6%	74.9%	72.8%
	Statewide	70.4%	70.5%	71.7%	73.4%	71.5%
30 Units Rate	FLC	70.3%	69.6%	67.1%	72.9%	70.0%
	Statewide	66.4%	66.5%	66.6%	67.6%	66.8%
Remedial English Progression Rate	FLC	52.0%	50.6%	51.7%	50.1%	51.1%
	Statewide	42.8%	43.5%	43.4%	45.4%	43.8%
Remedial ESL Progression Rate	FLC	7.9%	9.9%	10.1%	10.4%	9.6%
	Statewide	26.4%	27.2%	28.5%	28.6%	27.7%
Remedial Math Progression Rate	FLC	35.8%	35.5%	33.8%	38.2%	35.8%
	Statewide	30.0%	30.7%	31.0%	32.7%	31.1%
CTE Completion Rate	FLC	49.8%	50.6%	53.3%	53.0%	51.7%
	Statewide	51.4%	50.5%	50.0%	51.4%	50.8%

Scorecard Metric		2012-2013 Cohort
Skills Builder	FLC	16.1%
	Statewide	13.4%

Analysis: Looking at the average scores across the four cohorts, Folsom Lake College is performing at a significantly higher rate than statewide averages on several metrics: 30 Units (70% vs. 67%), Remedial English (51% vs. 44%), Remedial Math (36% vs. 31%) and Skills Builder (16% vs. 13%). For the metrics of Persistence (75% vs. 72%) and CTE Completion (52% vs. 51%), FLC is reporting rates slightly higher than statewide averages. For the metric of Degree/Transfer Completion Rate (47% vs. 48%), FLC is reporting a rate slightly lower than the statewide average. Interesting to note is that FLC students are slightly less prepared for college than the average student statewide (24% vs. 25%). The metric showing the greatest disparity is Remedial ESL, with FLC reporting only a 10% progression rate, compared to the statewide average of 28%.