

RESEARCH BRIEF

Student Success Scorecard: 2017 Update

Overview

The Student Success Scorecard was created by the California Community Colleges Chancellor's Office as an accountability tool that measures student success in the 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 (2015-2016) reflects students who began in 2010-2011. 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 2016 to 2017 ¹ | Description of Status: |
|-----------------------------------|------------------------------------|--|
| Degree / Transfer Completion Rate | ↔ | Overall 49% of FLC students completed a degree, certificate or transfer-related outcome, with no change 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 78% of FLC students remained enrolled for three consecutive terms, up 75% from last year |
| Remedial Progress Rate | ↔ | English: 51% of students progressed to college level English in six years, with no change from last year |
| | ↑ | ESL: 14% of students progressed to zero level ESL/college level English in six years, up from 11% last year |
| | ↔ | Math: 39% of students progressed to college level math in six years, with no change from last year |
| Transfer-Level Achievement Rate | ↔ | English: 66% of students completed transfer-level English within 2 years, up from 65% last year |
| | ↑ | Math: 32% of students completed transfer-level math within 2 years, up from 28% last year |
| Skills Builder | ↑ | Overall skills builders increased their wages by 29% (range of 13% to 104%), up from 13% last year |
| 30 Units Rate | ↔ | Overall 72% of FLC students earned at least 30 units, with no change from last year |

¹ Movement is considered neutral "↔" if change is less than 1.5 percentage points.

College Profile

| | Folsom Lake College Profile | Statewide Profile |
|---|-----------------------------|-------------------|
| Student Information | 2015 - 2016 | 2015 -2016 |
| Headcount: | 12,032 | 2,355,825 |
| Gender: | | |
| Female | 56.1% | 53.3% |
| Male | 41.5% | 45.5% |
| Unknown | 2.4% | 1.1% |
| Age: | | |
| < 20 years old | 28.1% | 25.9% |
| 20 to 24 years old | 33.2% | 31.7% |
| 25 to 39 years old | 26.3% | 26.9% |
| 40+ years old | 12.5% | 15.5% |
| Unknown Age | 0.0% | 0.0% |
| Race/Ethnicity: | | |
| African-American | 3.7% | 6.4% |
| American Indian/Alaska Native | 0.9% | 0.4% |
| Asian | 9.0% | 11.5% |
| Filipino | 1.6% | 2.8% |
| Hispanic | 18.3% | 42.7% |
| Pacific Islander | 0.6% | 0.4% |
| White | 57.9% | 27.3% |
| Two or More Races | 6.0% | 3.7% |
| Unknown Ethnicity | 2.1% | 4.7% |
| Other Information: | | |
| Full-Time Equivalent Students | 5549 | 1,137,619 |
| Credit Sections | 1636 | 346,360 |
| Non-Credit Sections | 6 | 30,526 |
| Median Credit Section Size | 28 | 26 |
| Percent of Full-Time Faculty | 66.8% | 55.0% |
| Percent of First Generation Students ² | 34.2% | 42.4% |
| Student Counseling Ratio | 489:1 | 615:1 |

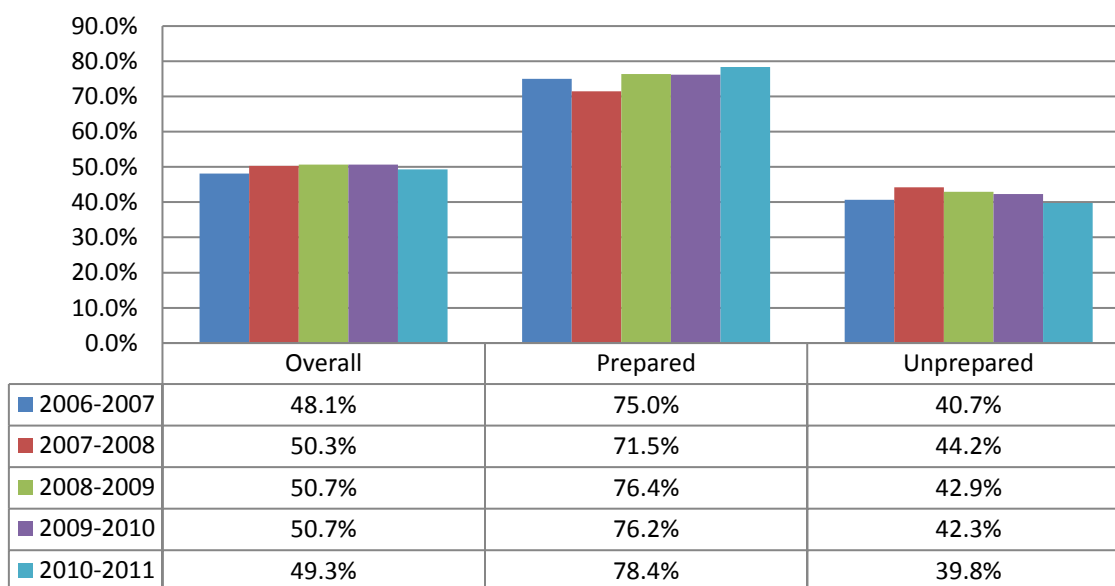
² **First Generation:** First Generation status is defined by the highest level of parent/guardian education; “high school graduate or below” are designated as first generation and “some college, no degree or more” are designated as non-first generation. The data for this variable is incomplete; use this data point with caution. Statewide the percent rate of data completeness is 49.5%.

Completion Cohort³: Prepared vs. Unprepared⁴

| | Total Cohort | # Prepared | % Prepared | # Unprepared | % Unprepared |
|-----------|--------------|------------|------------|--------------|--------------|
| 2006-2007 | 1,039 | 224 | 21.6% | 815 | 78.4% |
| 2007-2008 | 1,298 | 291 | 22.4% | 1,007 | 77.6% |
| 2008-2009 | 1,363 | 318 | 23.3% | 1,045 | 76.7% |
| 2009-2010 | 1,389 | 344 | 24.8% | 1,045 | 75.2% |
| 2010-2011 | 1,240 | 305 | 24.6% | 935 | 75.4% |

Analysis: The number of students in the prepared cohort has steadily increased over the past five cohorts. The average across the five reported cohorts is 23% prepared and 77% unprepared for college level coursework.

Degree/Transfer Completion Rate: Prepared vs. Unprepared



Analysis: The completion⁵ rate has moderately fluctuated across the five reported cohorts. The average overall completion rate is 50%, with college prepared students reporting a significantly higher completion rate (76%) than students who are unprepared (42%).

³ **Completion Cohort:** First time students with the intent to complete a degree and/or transfer, who have a valid Social Security number, earned 6 or more 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.

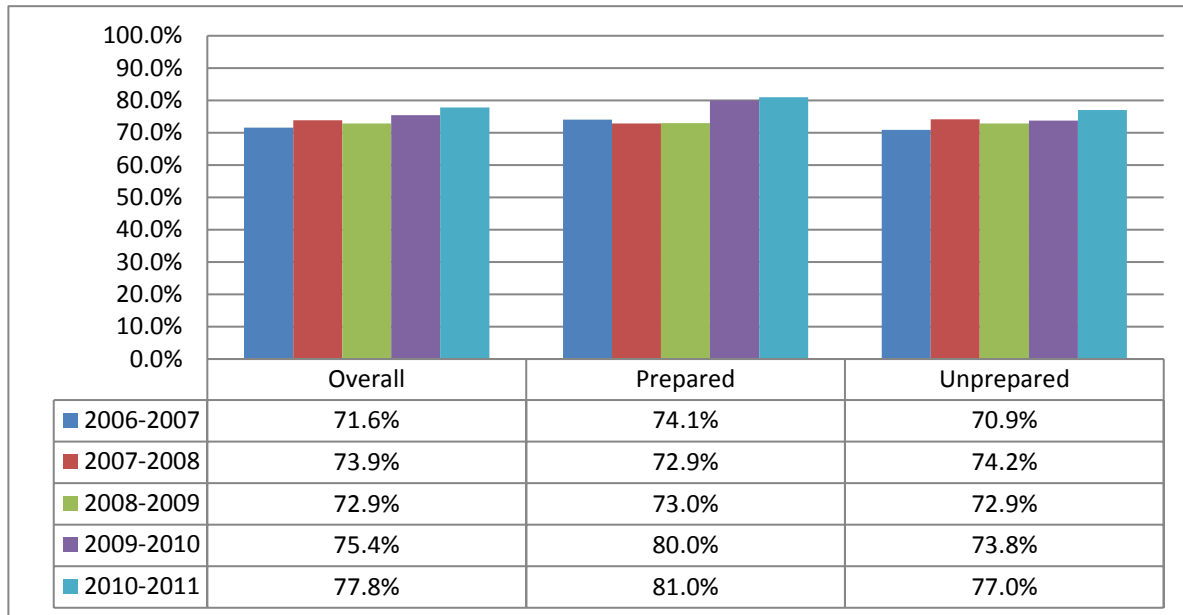
⁴ **Prepared/Unprepared for College Level:** Lowest attempted English or Math course was at a “prepared for college level” (i.e. transfer level course OR degree applicable course with certain grade) or “unprepared for college-level” (i.e. one or more levels below transfer).

⁵ **Degree / Transfer 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). Note that degree/transfer completion rates for past cohorts are updated each year (beyond the original 6-year tracking period), capturing data as student continue their studies and/or move between colleges/universities.

Momentum Points

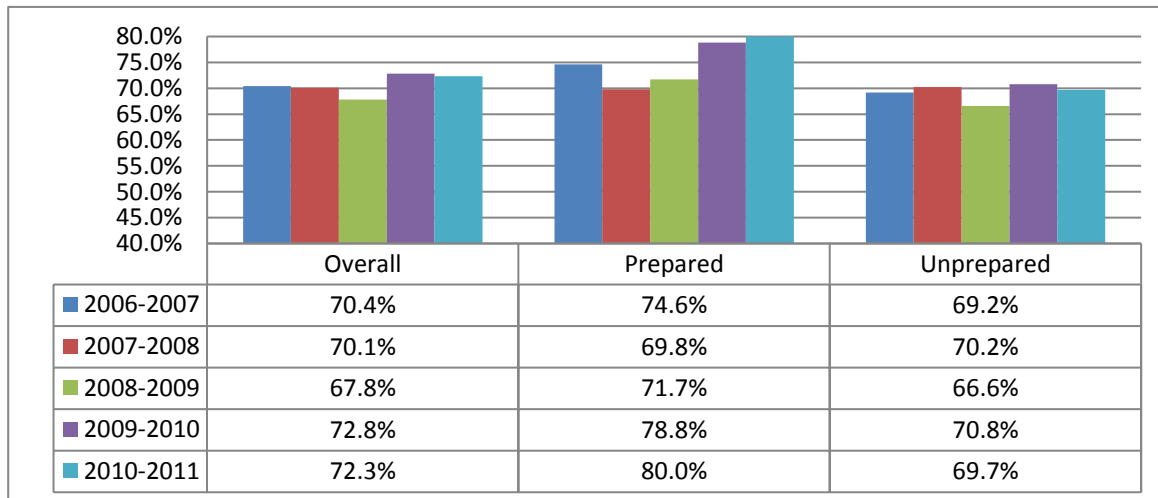
The Scorecard reports on three key indicators of student progress towards completion identified as “momentum points”: persistence across first 3 semesters of college, achievement of 30 units, and basic skills progression.

Persistence Rate: Prepared vs. Unprepared



Analysis: The overall persistence⁶ rate has steadily increased across the 5 reported cohorts, with an overall average of 74 %. There have been minor but interesting shifts in persistence rates between prepared and unprepared students. On average, prepared students are somewhat more likely to persist (76%) than unprepared students (74%).

30 Units Rate: Prepared vs. Unprepared



⁶ **Persistence:** The percentage of cohort students who enrolled in the first three consecutive primary semester terms.

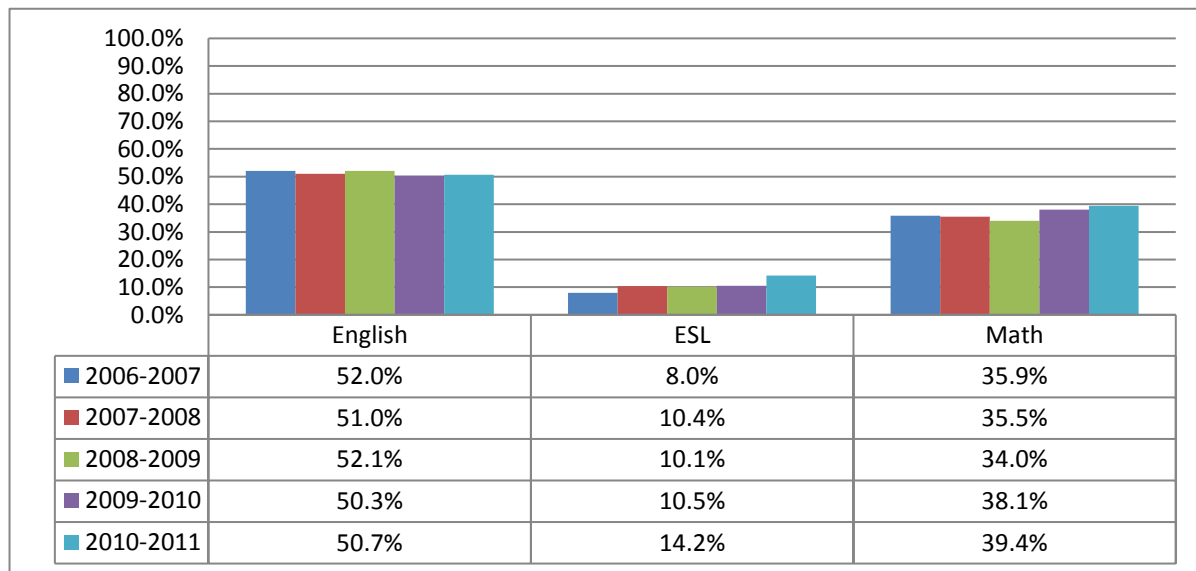
Analysis: The 30 units rate⁷ has shown some variability across the 5 reported cohorts, with an overall average of 71% of students achieving the benchmark of 30 units completed. Similar to the persistence rate, there were minor but interesting shifts in the percentage of prepared and unprepared students reaching 30 units. On average, the 30 units rate was 75% 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 | 830 | 201 | 1,150 |
| 2007-2008 | 947 | 182 | 1,320 |
| 2008-2009 | 911 | 188 | 1,345 |
| 2009-2010 | 1,059 | 258 | 1,274 |
| 2010-2011 | 956 | 212 | 1,210 |

Analysis: The size of the remedial progress cohorts⁸ have shown variability across the five cohort reporting period.

Remedial Progress Rates



Analysis: The remedial progress rate⁹ for English across the 5 cohort reporting period has remained stable, at an average of 51%. The ESL progression rate has steadily increased from 8% to 14%. The remedial math progress rate has fluctuated, with the average rate of 37%.

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

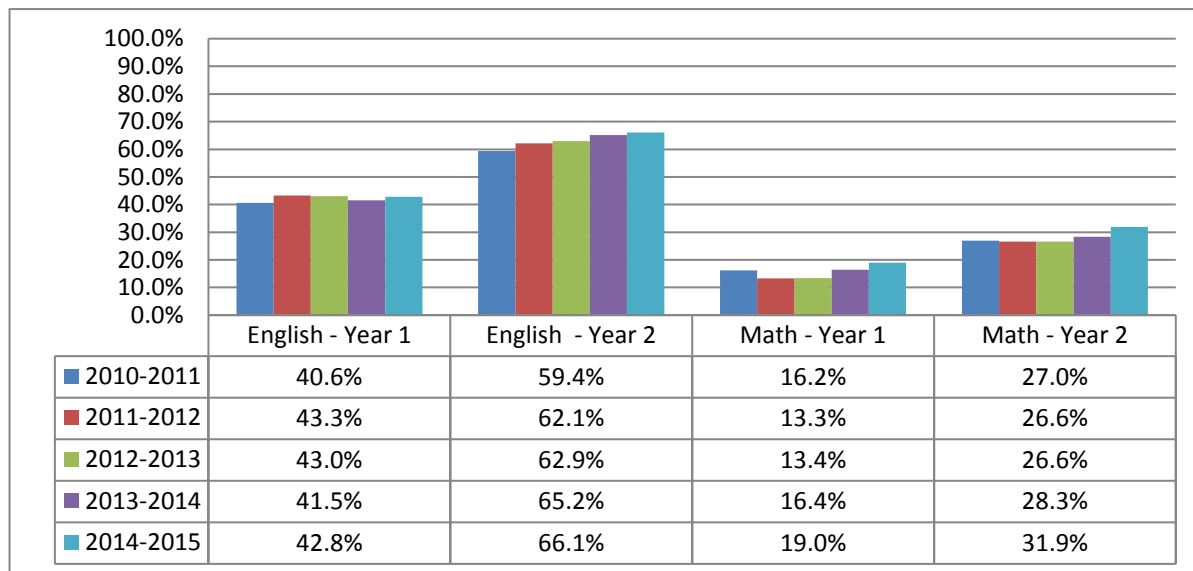
⁸ **Remedial Progress Cohorts:** This cohort is defined as the year the student attempts for the first time a course at “levels below transfer” in Math, English Writing and/or ESL. This cohort of students is not the same cohort of students reported above variables.

⁹**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.

Transfer-Level Completion: English & Math

The Transfer-Level Completion Rate is a new metric added to the Scorecard for this year. The metric reflects the state’s focus on basic skills and it addresses multiple requests for the Scorecard to provide more short-term data points. This rate tells us the percentage of students who qualify for the Scorecard completion cohort (see page 3) that then go on to complete a transfer level math or English course in their first and second year.

Transfer-Level Completion Rates: Year 1 / Year 2



Analysis: Although the transfer-level completion rate is a new metric this year, the data has been analyzed and included for all 5 reporting cohorts. The transfer-level completion rate for English at Year 1 has remained relatively stable, at an average of 42%. The transfer-level completion rate for English at Year 2 has steadily increased from 59% to 66%. The transfer-level completion rate for math at Year 1 has fluctuated year to year, with an average rate of 16%. The transfer-level completion rate for math at Year 2 has steadily increased from 27% to 32%.

CTE Completion Rate

| | CTE: Cohort Size | CTE: Completion Rate |
|-----------|------------------|----------------------|
| 2006-2007 | 699 | 49.6% |
| 2007-2008 | 865 | 50.8% |
| 2008-2009 | 839 | 54.2% |
| 2009-2010 | 896 | 53.5% |
| 2010-2011 | 882 | 52.8% |

Analysis: The Career Technical Education (CTE) cohort¹⁰ size has fluctuated across the 5 cohort reporting period, with an average of 836 students per cohort year. The CTE Completion Rate¹¹ has shown some variability, with a 5 cohort average rate of 52%.

Skills Builder

Skills Builder is a new metric added to the Scorecard report last 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 coursework¹².

| Disciplines with the highest enrollment: | 2012-2013 (N=435) | Median % Income Change | 2013-14 (N=361) | Median % Income Change |
|---|----------------------|------------------------------|--------------------|------------------------------|
| Accounting | 69 | 9.5% | 60 | 21.3% |
| Administration of Justice | 57 | 48.8% | 42 | 104.3% |
| Business & Commerce, General | 35 | 33.3% | 24 | 41.6% |
| Business Management | 49 | 13.1% | 35 | 29.1% |
| Child Development / Early Care & Ed. | 25 | 47.1% | 22 | 44.2% |
| Database Design & Administration | | | 19 | 28.5% |
| Emergency Medical Services | 35 | 14.2% | 26 | 13.4% |
| Information Technology, General | 19 | 53.3% | | |
| Office Technology / Computer Applications | 38 | 54.8% | 34 | 102.9% |
| Software Applications | 37 | 15.1% | 20 | 72.6% |
| Real Estate | 22 | 37.3% | | |

Analysis: The first cohort of Skills Builders (2012-2013) had a median income increase that ranged from 9.5% to 54.8%, with an average earnings increase of 16.1%. The second cohort (2013-2014) had a median income increase that ranged from 13.4% to 107.3%, with an average earnings increase of 28.7%.

¹⁰ **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 not the same cohort of students reported above for the momentum points of completion, persistence and 30 units, or remedial progress.

¹¹ **CTE Completion Rate:** The percentage of the CTE cohort that earned an AA/AS or credit Certificate (Chancellor's Office approved), transferred to a 4 year institution, and/or achieved "transfer prepared" status (completed 60 UC/CSU transferable units with a GPA>=2.0). Note that CTE completion rates for past cohorts are updated each year (beyond the original 6-year tracking period), capturing data as student continue their studies and/or move between colleges/universities.

¹² **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 | 2010-2010 Cohort | 5 Cohort Average |
|--|-----------|------------------|------------------|------------------|------------------|------------------|------------------|
| % Prepared for College | FLC | 21.6% | 22.4% | 23.3% | 24.8% | 24.6% | 23.3% |
| | Statewide | 26.3% | 25.3% | 24.7% | 24.6% | 24.3% | 25.0% |
| Degree/Transfer Completion Rate | FLC | 48.1% | 50.3% | 50.7% | 50.7% | 49.3% | 49.8% |
| | Statewide | 49.2% | 48.6% | 47.5% | 47.3% | 48.0% | 48.1% |
| Persistence Rate | FLC | 71.6% | 73.9% | 72.9% | 75.4% | 77.8% | 74.3% |
| | Statewide | 70.4% | 70.5% | 71.6% | 73.2% | 75.9% | 72.3% |
| 30 Units Rate | FLC | 70.4% | 70.1% | 67.8% | 72.8% | 72.3% | 70.7% |
| | Statewide | 66.3% | 66.5% | 66.5% | 67.5% | 68.8% | 67.1% |
| Remedial English Progression Rate | FLC | 52.0% | 51.0% | 52.1% | 50.3% | 50.7% | 51.2% |
| | Statewide | 42.8% | 43.5% | 43.5% | 45.5% | 46.9% | 44.4% |
| Remedial ESL Progression Rate | FLC | 8.0% | 10.4% | 10.1% | 10.5% | 14.2% | 10.6% |
| | Statewide | 26.2% | 27.1% | 28.4% | 28.5% | 30.5% | 28.1% |
| Remedial Math Progression Rate | FLC | 35.9% | 35.5% | 34.0% | 38.1% | 39.4% | 36.6% |
| | Statewide | 29.9% | 30.5% | 30.9% | 32.6% | 34.2% | 31.6% |
| Transfer-Level Completion Rate: English Year 2 | FLC | 68.6% | 73.3% | 72.0% | 74.8% | 75.0% | 72.7% |
| | Statewide | 59.3% | 60.7% | 64.2% | 66.2% | 68.2% | 63.7% |
| Transfer-Level Completion Rate: Math Year 2 | FLC | 32.5% | 32.6% | 34.2% | 36.7% | 39.4% | 35.1% |
| | Statewide | 32.9% | 33.5% | 35.6% | 36.4% | 38.1% | 35.3% |
| CTE Completion Rate | FLC | 49.6% | 50.8% | 54.2% | 53.5% | 52.8% | 52.2% |
| | Statewide | 51.3% | 50.5% | 50.1% | 51.5% | 53.9% | 51.5% |

| Scorecard Metric | | 2012-2013 Cohort | 2013-2014 Cohort |
|------------------|-----------|------------------|------------------|
| Skills Builder | FLC | 16.1% | 28.7% |
| | Statewide | 13.4% | 22.6% |

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 (71% vs. 67%), Remedial English (51% vs. 44%), Remedial Math (37% vs. 32%), Transfer-Level Completion Rate within 2 years for English (73% vs. 64%), and Skills Builder (29% vs. 23%). For the metric Persistence Rate, FLC is reporting a rate slightly higher than statewide average (74% vs. 72%). For the metric Transfer-Level Completion Rate within 2 years for Math and CTE Completion Rate, FLC averages are the same as the statewide. Interesting to note is that FLC students are slightly less prepared for college than the average student statewide (23% vs. 25%). The metric showing the greatest disparity is Remedial ESL, with FLC reporting only a 14% progression rate, compared to the statewide average of 31%.