

FOLSOM LAKE COLLEGE | STUDENT EQUITY PLAN



2017-2019

EXECUTIVE SUMMARY

Introduction

Folsom Lake College (FLC) is one of the four colleges within the Los Rios Community College District. FLC's main campus is located in Folsom, and operates two Centers – the El Dorado Center (EDC) located in Placerville, and the Rancho Cordova Center (RCC) located in Rancho Cordova. Our three sites are unique and the students served have differing needs. The current plan reports equity data for the college as a whole, but over the next reporting period we plan to analyze equity data at the site level in order to better address the distinctive needs of each site.

The Student Equity Plan affords FLC the opportunity to grow support services and programs to meet the needs of our diverse student body across all three sites. College data analysis and planning efforts are focused on continuing and expanding upon existing efforts, while identifying additional goals and activities to address gaps in access and achievement. The overarching equity goal at Folsom Lake College is to provide a learning environment that is equitable and accessible to all participants, regardless of ethnicity, culture, nationality, religion, sexual orientation, gender, language, socio-economic background or station in life and ensures an equal opportunity for academic success.

Integrated Planning & Goals

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. The five integrated goals for 2017-19 are:

- Increase access for all populations by improving communication strategies
- Increase completion (as defined by student goals)
- Increase student retention
- Improve ESL and Basic Skills completion
- Enhance the student experience

Student Equity Goals for 2017-2019

The tables on the following pages illustrate the goals, updates, and activities (both in progress and aspirational) arranged by indicator for the three largest disproportionately impacted student groups. All student groups and equity impacts can be viewed here:

https://drive.google.com/open?id=0B9Q_tYywFzhLNHffX0tSQUN5M1k.

INDICATOR	POPULATION	CURRENT GAP	PREVIOUS GAP	CHANGE	GOAL, YEAR
ACCESS	Foster Youth	-5.7	-5.4	↔ No change	>5%, 2019*
	Males	-4.9	-9.4	↓ Gap decreased	>4%, 2019
	Individuals with Disabilities	-2.2	-3.0	↓ Gap decreased	>2%, 2019
Activities	<ul style="list-style-type: none"> • Improve Scheduling <ul style="list-style-type: none"> ○ Course Scheduling Software, Student Experience Lifecycle ○ Early Alert • Steps to Success <ul style="list-style-type: none"> ○ Program for Academic Success, Orientation, Outreach, Welcome Center • Pre-enrollment workshops • Specific Outreach for CTE • Marketing/Communication for DI groups (including translated documents/information) • Reduce transportation barriers • Establish Equity Center and strengthen relationships in the community 				
COURSE COMPLETION	Black or African American	-18.0	-15.6	↑ Gap increased	>15%, 2019
	Native Hawaiian / Pacific Islander	-7.7	-6.6	↑ Gap increased	>6%, 2019
	Hispanic / Latino	-5.0	-3.7	↑ Gap increased	>3%, 2019
Activities	<ul style="list-style-type: none"> • Early Alert • Culturally responsive onboarding and support through the Equity Center • Explore programs like the Puente program. • Expand touchpoints (i.e. “you completed 12 units this semester - good job!”) • Internships/Work Experience programs (scale) • Academic Mentoring/Peer Mentoring • Workshops for cultural responsibility • Culturally responsive teaching strategies (i.e. GIFTS) • Increase coordination <ul style="list-style-type: none"> ○ Milestones/Strategies: recognition, touchpoints, redirection, SEL, ○ Structure/pathways with strategies for DI students ○ Student Education Plan-Flagging options to help students with academic success when registering, link with PASS 				
BASIC SKILLS MATH	American Indian / Alaska Native	-21.2	-0.4	↑ Gap increased	>10%, 2019
	Black or African American	-15.2	-12.3	↑ Gap increased	>12%, 2019
	Filipino	-4.1	-5.9	↓ Gap decreased	>4%, 2019
	Black or African American	-17.4	-7.0	↑ Gap increased	>10%, 2019

INDICATOR	POPULATION	CURRENT GAP	PREVIOUS GAP	CHANGE	GOAL, YEAR
BASIC SKILLS ENGLISH	Filipino	-9.0	+5.3	↑ Gap increased	>4%, 2019
	Males	-5.2	-3.9	↑ Gap increased	>4%, 2019
ESL	Hispanic / Latino	-4.2	-1.2	↑ Gap increased	>2%, 2019
	White	-3.1	+0.1	↑ Gap increased	>2%, 2019
	Males	-2.8	-3.6	↓ Gap decreased	>2%, 2019
Activities	<ul style="list-style-type: none"> • First Year Experience Program • Math Boot Camp • Early Assessment Program (Identify 11th grade high school students prior to assessment for early intervention) • Multiple Measures and Acceleration for English and math • Training for committees and faculty provided through the Equity Center 				
DEGREE & CERTIFICATE COMPLETION	Black or African American	-23.2	-12.3	↑ Gap increased	>12%, 2019
	Individuals with Disabilities	-17.1	-5.4	↑ Gap increased	>7%, 2019
	Hispanic / Latino	-9.3	-8.4	↑ Gap increased	>8%, 2019
Activities	<ul style="list-style-type: none"> • Targeted outreach for students with 15 Units and no declared major • Career Center intervention for “transfer ready” students • Targeted Counseling - DSPS, Foster Youth, Homeless • Faculty Speaker Series • Targeted support for DI students who want to graduate provided through the Equity Center 				
TRANSFER	Individuals with Disabilities	-12.4	-12.8	↔ No change	>12%, 2019
	Low Income	-7.9	-6.4	↑ Gap increased	>6%, 2019
	Males	-2.5	+2.8	↑ Gap increased	>2%, 2019
Activities	<ul style="list-style-type: none"> • Student Services Follow up • Transfer Center: Currently contacting students with 60-90 units completed, and getting them on track to complete/Transfer ready. Expand to include follow up with students at 30 units instead of 60 or 90. • Workshops/training re: financial aid and actual cost of attendance - targeted for student groups. Include information about FAFSA. • Communication to students-verbiage/marketing can be improved to better connect with them- mainly being translated into other languages • Targeted support for DI students who want to transfer provided through the Equity Center 				

* Indicates student subgroups with fewer than ten students.

Student Equity Activities & Funding

The table below describes the specific activities that are currently underway, and does not include activities that may be added during the course of the year to address disproportionately impacted student groups. Activities and budgets are listed in alphabetic order, and are linked to indicator(s) addressed as well as population(s) served. A complete list of all disproportionately impacted student groups can be found in [Appendix I](#) on page 11.

ACTIVITY	INDICATOR(S) ADDRESSED	POPULATION(S) SERVED	SEP ACTIVITY BUDGET
Acceleration Conferences / Training	Access, Basic Skills Completion	Groups A and C	\$1,761
Assessment	Access, Completion	Groups A and B	\$12,109
College Connections	Access	Group A	\$2,000
English Acceleration Project	Basic Skills Completion	Group C	\$61,000
First Year Experience	Access, Completion	Groups A and B	\$13,868
Inmate Ed Summit (Hosted)	Access	Group A	\$13,000
Learning Skills Center	Completion, Basic Skills Completion	Groups B and C	\$80,358
Management / Coordination	Access, Completion, Basic Skills Completion, Degree/Certificate Completion, Transfer	Groups A, B, C, D, and E	\$68,391
MDC-Celebrations-Social Justice	Completion	Group B	\$5,300
National Equity Training	Access, Completion, Basic Skills Completion, Degree/Certificate Completion, Transfer	Groups A, B, C, D, and E	\$22,685
NCORE	Access, Completion, Basic Skills Completion, Degree/Certificate Completion, Transfer	Groups A, B, C, D, and E	\$10,000
Outreach	Access	Group A	\$90,316
Programs for Academic Success & Support (PASS)	Completion, Basic Skills Completion, Degree/Certificate Completion	Groups B, C, D, and E	\$57,654

ACTIVITY	INDICATOR(S) ADDRESSED	POPULATION(S) SERVED	SEP ACTIVITY BUDGET
Peer & Community Education Program	Completion, Basic Skills Completion	Groups B and C	\$35,000
Science Skills Center	Completion, Basic Skills Completion	Groups B and C	\$96,981
Student Abroad Program	Access, Completion	Groups A and B	\$8,550
Summer Bridge	Access, Completion	Groups A and B	\$5,100
Veteran's Center	Access, Completion	Groups A and B	\$25,000
UMOJA Conference (Admin and Student)	Completion	Group B	\$848
Student Empowerment Leadership Training	Access, Completion, Basic Skills Completion, Degree/Certificate Completion, Transfer	Groups A, B, C, D, and E	\$10,000

**Note: Current year allocation is \$623,411. Initial carryover from prior year was \$242,096. Not included in the chart above is approximately \$120,000 in benefits, vacation accruals and financial aid temporary staff. Funding will continue to be allocated by the Integrated planning workgroup until all funds have been utilized.*

Review of Student Equity Budgeting and Progress

The following tables show the allocation of Student Equity funding for 2014-2015, 2015-2016, and 2016-2017 by account code.

2014-2015

Account Code	Amount Allocated	Percent of Total
1000 Academic Salaries	88,828.00	27%
2000 Non-Academic Salaries	118,551.00	36%
3000 Employee Benefits	45,583.00	14%
4000 Materials and Supplies	1,574.00	1%
5000 Operating Expenses	29,242.00	9%
6000 Capital Outlay	2,368.00	1%
7000 Other Outgo	41,237.00	12%
Total	\$ 327,383.00	100%

2015-2016

Account Code	Amount Allocated	Percent of Total
1000 Academic Salaries	140,462.00	21%
2000 Non-Academic Salaries	256,755.00	38%
3000 Employee Benefits	113,852.00	17%
4000 Materials and Supplies	9,603.00	2%
5000 Operating Expenses	87,725.00	13%
6000 Capital Outlay	31,321.00	5%
7000 Other Outgo	28,150.00	4%
Total	\$ 667,868.00	100%

2016-2017

Account Code	Amount Allocated	Percent of Total
1000 Academic Salaries	116,121.00	18%
2000 Non-Academic Salaries	356,059.00	54%
3000 Employee Benefits	84,339.00	13%
4000 Materials and Supplies	6,796.00	1%
5000 Operating Expenses	67,232.00	10%
6000 Capital Outlay	22,043.00	3%
7000 Other Outgo	2,330.00	>1%
Total	\$ 654,920.00	100%

The following table is an assessment of the progress made in achieving the goals identified in the 2015-2017 Student Equity Plan. Please note that most activities are still active and are continuing to be refined and enhanced based on annual assessment and evaluation by the Integrated Planning Workgroup.

Review of 2015-2017 Student Equity Plan Goals, Activities and Progress

Goals	Activities	Progress
<p>A) Access</p>	<p>Expansion of Early Alert/Program for Academic Student Success, increasing outreach efforts to African American, male, veteran and foster youth populations, holistic counseling, Peer Mentoring Program as well as a Best Instructional Practices repository and implementing pre enrollment workshops that emphasize culturally responsive strategies.</p>	<p>CTE Outreach Specialist hired to coordinate and serve as a liaison between FLC and K-12 faculty for course-to-course articulation, dual enrollment, and advanced education efforts.</p> <p>Multicultural and Diversity Committee developed a marketing plan to increase awareness of college Equity Statement and inclusion in college processes. Work continues to create better visibility, inclusiveness, and increased input from faculty and staff to enhance the GIFTS repository. GIFTS will be included in Social Justice Spring marketing materials starting spring 2018 to further increase visibility and utilization.</p> <p>Social Justice Week and Black History Month institutionalized through Student Equity Plan; more than 200 people participated in activities such as, Jefferson Slavery and Democracy, Celebration of African American Music, Human Library Project, Diversity Awareness Exploration Inclusion. Training for Veterans implemented in fall 2015.</p> <p>EOPS/CARE and CalWORKs developed inclusion training for former foster youth and low income students spring 2016 and rolled out in fall 2016.</p> <p>Equity & Cultural Competency website: http://culturalcompetency.flc.losrios.edu/</p> <p><u>Data Analysis:</u> While total enrollment remains relatively flat, the percentage of African-American, Asian, Hispanic, and multi-ethnic students has increased. To see all data points – view our fact Book here: http://www.flc.losrios.edu/Documents/About/FactBook%20pdfs/factbook.pdf.</p>

Goals	Activities	Progress
<p>B) Completion</p>	<p>Expansion of Early Alert/Program for Academic Student Success, increasing outreach efforts to African American, male, veteran and foster youth populations, holistic counseling, Peer Mentoring Program as well as a Best Instructional Practices repository and implementing pre enrollment workshops that emphasize culturally responsive strategies.</p>	<p>New integrated marketing strategy was developed fall 2016 to highlight all Student Services and Success Programs.</p> <p>Developed On-the-Ground Orientation program, implemented in spring 2017. Incorporated the logo and branding for the Center For Excellence (CFE) that supports our disproportionately impacted students. This increased visibility and growth for CFE and its programs - CARE, EOPS, DSPS, and CalWORKS.</p> <p>Faculty handbook developed for fall 2017 distribution with information on Student Services and Success Programs.</p> <p>Developed and incorporated video content to be used by staff and faculty within D2L/Canvas.</p> <p>Services and Success Programs shared with all incoming students.</p> <p>Communication kits sent out to all FLC K-12 feeder schools highlighting these opportunities for prospective students.</p> <p><u>Data Analysis:</u> The number of students receiving financial aid has increased from 41% to 60% between 2009-10 and 2014-15. The retention and success rate for credit, degree applicable and transferrable courses has increased for most student subgroups (with the exception of American Indian/Alaskan Native and Pacific Islander). To see all the data points for retention and success, please see Appendix II on page 13.</p>

Goals	Activities	Progress																														
<p>C) Basic Skills Completion</p>	<p>Continuance of successful activities / workshops available in SOAR Central, along with expansion of activities in this area; and creation of additional support services and programs such as First Year Experience. Piloting of Embedded Intervention model in selected Basic Skills course(s); implementation of Math Boot Camps.</p>	<p>In spring 2017, 36 FLC courses in basic skills math, ESL, English, and the sciences had embedded tutoring. Learning Skills expanded Embedded Tutoring for several disciplines. Specifically, 13 Biology Classes at FLC-Main and EDC, 2 Chemistry classes at FLC-Main and EDC, 9 Math classes at FLC-Main, EDC, and RCC, 1 Psychological Statistics class at FLC-Main, and 1 ESL class at RCC.</p> <p>English department expanded Embedded Tutoring in 9 basic skills English courses and in coordination with the Reading and Writing Center at Main, Learning Resource Center at RCC, and English Lab at EDC. Collectively, over 20,000 student visits are recorded annually and the number is increasing.</p> <p>Of the students who participated in Math Boot Camp, nearly 40% moved up one or more levels in their subsequent math placement assessment.</p> <p><u>Data Analysis:</u> The number of students placing into the lowest levels of math decreased from 72% to 37% between Fall 2011 and Fall 2015. The number of students placing into the lowest levels of English-Writing increased from 25% to 30%, and for English-Reading increased from 5% to 11% between fall 2011 and Fall 2015. The percentage point changes by ethnicity in basic skills retention and success from Fall 2015 to Fall 2016 are:</p> <table border="1" data-bbox="1144 1047 1827 1425"> <thead> <tr> <th colspan="3" data-bbox="1501 1047 1659 1071"><i>Basic Skills</i></th> </tr> <tr> <th data-bbox="1501 1079 1659 1104"></th> <th data-bbox="1501 1079 1659 1104">Retention Rate</th> <th data-bbox="1501 1079 1659 1104">Success Rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="1302 1120 1480 1144"><i>African-American</i></td> <td data-bbox="1606 1120 1648 1144">1%</td> <td data-bbox="1753 1120 1795 1144">-6%</td> </tr> <tr> <td data-bbox="1155 1161 1480 1185"><i>American Indian/Alaskan Native</i></td> <td data-bbox="1606 1161 1648 1185">2%</td> <td data-bbox="1753 1161 1795 1185">-6%</td> </tr> <tr> <td data-bbox="1417 1201 1480 1226"><i>Asian</i></td> <td data-bbox="1596 1201 1648 1226">19%</td> <td data-bbox="1764 1201 1795 1226">4%</td> </tr> <tr> <td data-bbox="1386 1242 1480 1266"><i>Hispanic</i></td> <td data-bbox="1606 1242 1648 1266">0%</td> <td data-bbox="1753 1242 1795 1266">-8%</td> </tr> <tr> <td data-bbox="1333 1282 1480 1307"><i>Multi-Ethnicity</i></td> <td data-bbox="1606 1282 1648 1307">0%</td> <td data-bbox="1743 1282 1795 1307">-13%</td> </tr> <tr> <td data-bbox="1323 1323 1480 1347"><i>Pacific Islander</i></td> <td data-bbox="1596 1323 1648 1347">-5%</td> <td data-bbox="1743 1323 1795 1347">-11%</td> </tr> <tr> <td data-bbox="1375 1364 1480 1388"><i>Unknown</i></td> <td data-bbox="1596 1364 1648 1388">-5%</td> <td data-bbox="1743 1364 1795 1388">-10%</td> </tr> <tr> <td data-bbox="1281 1404 1480 1429"><i>White Non-Hispanic</i></td> <td data-bbox="1596 1404 1648 1429">22%</td> <td data-bbox="1753 1404 1795 1429">11%</td> </tr> </tbody> </table>	<i>Basic Skills</i>				Retention Rate	Success Rate	<i>African-American</i>	1%	-6%	<i>American Indian/Alaskan Native</i>	2%	-6%	<i>Asian</i>	19%	4%	<i>Hispanic</i>	0%	-8%	<i>Multi-Ethnicity</i>	0%	-13%	<i>Pacific Islander</i>	-5%	-11%	<i>Unknown</i>	-5%	-10%	<i>White Non-Hispanic</i>	22%	11%
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Goals	Activities	Progress
D) Degree / Certificate Completion	Expansion of pre-enrollment workshops, focused interventions for students without a declared educational goal, counseling for veterans, students with disabilities, First Year Experience program, and faculty Speaker Series.	<p>In addition to the progress described in A, B, and C above, we have also established a New Speaker Series program that was initiated in spring 2017. Three speakers contracted with for 2017-18 season.</p> <p><u>Data Analysis:</u> The number and percentage degrees awarded to African American, Asian/Pacific Islander, and multi-ethnic students increased between 2014-15 and 2015-16. Additionally, the number and percentage of certificates awarded to Asian/Pacific Islander, and Hispanic students increased between 2014-15 and 2015-16.</p>
E) Transfer	Increased and improved messaging for students in the basic skills sequence, Faculty Speaker series (introduce students to majors), increased Transfer Center activities (focused intervention for students approaching or at transfer ready status), train peer mentors to increase awareness of social justice issues, and year-end celebrations for African American and Hispanic/Latino students.	<p>Revised TransferNet. During 2016-17, 360 students who were “Transfer Ready” and have been at FLC for 3 or more years were contacted by our Career and Transfer Center staff. 18 came in and saw a transfer counselor, created an Educational Plan for transfer.</p> <p><u>Data Analysis:</u> The total number of transfers to the California State University (CSU) system has increased from 215 to 266 between Fall 2015 and Fall 2016. CSU system transfers account for the largest share of transfers, and make up approximately 62% of total transfers. Additionally the number of American Indian, Asian, Hispanic, and Pacific Islander students transferring has increased.</p>

For further information, contact us:

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Appendix I

Complete List of Top Disproportionately Impacted Student Groups by Goal

Goal A: Improve access for the target populations identified in the college research as experiencing a disproportionate impact

Disproportionate Impacted Groups:

- Males, Foster Youth, Students with Disabilities
- Gender Disaggregation: Male American Indian/Alaskan Native, Male Native Hawaiian/Pacific Islander, Male Asian, Male African American/Black

Goal B: Improve course completion for the target population identified in the college research as experiencing a disproportionate impact

Disproportionate Impacted Groups:

- Black/African American, Native Hawaiian/Pacific Islander, Hispanic
- Gender Disaggregation: Male African American/Black, Female Native Hawaiian/Pacific Islander, Male Hispanic

Goal C: Improve ESL and basic skills completion for the target population identified in the college research as experiencing a disproportionate impact

Disproportionate Impacted Groups:

ESL

- Hispanic, Males
- Gender Disaggregation: Male Hispanic

Math

- American Indian/Alaskan Native, Black/African American, Filipino
- Gender Disaggregation: Male American Indian/Alaskan Native, Female African American/Black, Female Filipino

English

- Black/African American, Filipino, Male
- Gender Disaggregation: Female African American/Black, Male Filipino

Goal D: Improve degree and certificate completion for the target population identified in the college research as experiencing a disproportionate impact

Disproportionate Impacted Groups:

- Black/African American, Students with Disabilities, Hispanic
- Gender Disaggregation: Female African American/Black, Male Students with Disabilities, Male Hispanic

Goal E: Improve transfer rates for the target population identified in the college research as experiencing a disproportionate impact

Disproportionate Impacted Groups:

- Students with Disabilities, Low Income Students, Males
- Gender Disaggregation: Male Students with Disabilities, Male Low Income Students

Appendix II: Course Retention and Success Rate by Course Type and Ethnicity Fall 2015 and Fall 2016

Fall 2015

	Basic Skills		Credit		Degree Applicable		Transferable		Vocational	
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
<i>Folsom Lake College</i>	87.81 %	73.07 %	83.49 %	71.96 %	83.18 %	71.88 %	83.78 %	73.01 %	81.19 %	70.87 %
<i>African-American</i>	82.05 %	56.41 %	72.09 %	49.92 %	71.43 %	49.49 %	72.11 %	49.91 %	65.48 %	47.72 %
<i>American Indian /Alaskan Native</i>	81.25 %	62.50 %	82.18 %	68.97 %	82.28 %	69.62 %	82.73 %	69.78 %	79.17 %	64.58 %
<i>Asian</i>	90.95 %	77.37 %	86.04 %	75.78 %	85.32 %	75.55 %	85.21 %	75.56 %	83.47 %	76.53 %
<i>Hispanic</i>	84.59 %	68.49 %	80.83 %	67.44 %	80.52 %	67.36 %	81.37 %	68.79 %	78.26 %	66.22 %
<i>Multi-Ethnicity</i>	86.54 %	75.00 %	82.20 %	70.53 %	82.04 %	70.36 %	82.53 %	71.90 %	75.00 %	65.07 %
<i>Pacific Islander</i>	90.91 %	81.82 %	81.55 %	64.08 %	80.43 %	61.96 %	81.08 %	63.51 %	79.17 %	66.67 %
<i>Unknown</i>	73.08 %	73.08 %	81.72 %	69.62 %	82.37 %	69.36 %	81.73 %	68.59 %	80.49 %	69.51 %
<i>White Non-Hispanic</i>	89.00 %	74.26 %	84.69 %	74.15 %	84.42 %	74.14 %	85.08 %	75.36 %	83.36 %	73.53 %

Fall 2016

	Basic Skills		Credit		Degree Applicable		Transferable		Vocational	
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
<i>Folsom Lake College</i>	88.56 %	67.37 %	85.25 %	73.12 %	85.01 %	73.53 %	85.29 %	74.34 %	83.28 %	71.37 %
<i>African-American</i>	84.48 %	50.00 %	79.88 %	56.58 %	79.44 %	57.21 %	78.32 %	56.65 %	76.33 %	49.11 %
<i>American Indian /Alaskan Native</i>	100.00 %	66.67 %	78.99 %	60.50 %	77.88 %	60.18 %	80.00 %	62.11 %	62.07 %	44.83 %
<i>Asian</i>	90.98 %	69.02 %	88.00 %	76.26 %	87.56 %	77.32 %	87.87 %	77.87 %	86.76 %	78.82 %
<i>Hispanic</i>	84.84 %	55.60 %	83.92 %	69.20 %	83.84 %	70.28 %	83.91 %	70.90 %	82.18 %	68.25 %
<i>Multi-Ethnicity</i>	82.00 %	64.00 %	84.01 %	71.23 %	84.09 %	71.50 %	84.42 %	72.66 %	80.31 %	66.93 %
<i>Pacific Islander</i>	85.71 %	71.43 %	80.37 %	71.96 %	80.00 %	72.00 %	79.12 %	72.53 %	80.65 %	77.42 %
<i>Unknown</i>	94.74 %	84.21 %	84.02 %	73.67 %	83.39 %	73.04 %	84.25 %	73.63 %	78.41 %	64.77 %
<i>White Non-Hispanic</i>	89.65 %	72.31 %	85.76 %	74.96 %	85.52 %	75.13 %	85.90 %	76.06 %	84.13 %	73.20 %

Percentage Point Difference between Fall 2015 and Fall 2016

Difference between Fall 2015 and Fall 2016

	Basic Skills		Credit		Degree Applicable		Transferable		Vocational	
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
<i>Folsom Lake College</i>	1%	-6%	2%	1%	2%	2%	2%	1%	2%	0%
<i>African-American</i>	2%	-6%	8%	7%	8%	8%	6%	7%	11%	1%
<i>American Indian /Alaskan Native</i>	19%	4%	-3%	-8%	-4%	-9%	-3%	-8%	-17%	-20%
<i>Asian</i>	0%	-8%	2%	0%	2%	2%	3%	2%	3%	2%
<i>Hispanic</i>	0%	-13%	3%	2%	3%	3%	3%	2%	4%	2%
<i>Multi-Ethnicity</i>	-5%	-11%	2%	1%	2%	1%	2%	1%	5%	2%
<i>Pacific Islander</i>	-5%	-10%	-1%	8%	0%	10%	-2%	9%	1%	11%
<i>Unknown</i>	22%	11%	2%	4%	1%	4%	3%	5%	-2%	-5%
<i>White Non-Hispanic</i>	1%	-2%	1%	1%	1%	1%	1%	1%	1%	0%