

FSCJ's Strategic Plan - [Achieve 2020@FSCJ](#) - outlines one strategic goal to guide the College over the next three years: to increase the success of FSCJ students. To measure progress toward achieving that goal, FSCJ identified three key performance indicators (KPI): 1) retention, 2) completion and 3) job placement or continuing education.

Retention is an important measure because it shows student progression and predicts student success. At FSCJ, we define retention as the percent of students who were enrolled in a given fall term who re-enrolled the following spring term and the following fall term. The cohort of students includes certificate- or degree-seeking students enrolled and paid in clock or credit courses. Students in a non-credit status (e.g., dual enrollment, transient) and students who completed are removed from the cohort.

The table below shows retention data disaggregated by race/ethnicity, gender, Pell status, disability/Limited English Proficiency (LEP) status and full-or part-time status. Cells highlighted in yellow show retention rates that fall below the cohort retention rate. Disaggregating the KPIs allows FSCJ to identify which student groups are less successful than others and make decisions about where to focus time and resources.

FSCJ's Fall 2015 to Spring 2016 retention rate was 68.3%. Notably, the fall-to-spring retention rate for part-time students was almost 20 percentage points lower than the retention rate for full-time students. The Fall 2015 to Fall 2016 retention rate was 49.9%. Similarly, the fall-to-fall retention rate for part-time students was lower than the rate for full-time students and the rate for black/African American students was 6 percentage points lower than their white counterparts.

Looking forward, FSCJ set a goal to increase fall-to-spring retention to 70.5% and fall-to-fall retention to 51.9%.

Fall 2015 Cohort			Fall 2015 to Spring 2016		Fall 2015 to Fall 2016	
			# Returned	Retention Rate	# Returned	Retention Rate
Cohort		13,762	9,397	68.3%	6,869	49.9%
Race/Ethnicity	Hispanic	1,236	833	67.4%	603	48.8%
	White	6,726	4,626	68.8%	3,474	51.7%
	Black/African American	3,568	2,411	67.6%	1,627	45.6%
	Asian	498	367	73.7%	287	57.6%
	Multiple Races	514	322	62.6%	246	47.9%
Gender	Male	5,838	3,894	66.7%	2,768	47.4%
	Female	7,877	5,478	69.5%	4,084	51.8%
Pell Status	Pell	6,680	4,876	73.0%	3,416	51.1%
	Non-Pell	7,082	4,521	63.8%	3,453	48.8%
Disability Status	Disabled/LEP	1,209	920	76.1%	715	59.1%
	Not Disabled/LEP	12,553	8,477	67.5%	6,154	49.0%
Full- or Part-time	Full-time	3,531	2,933	83.1%	2,110	59.8%
	Part-time	10,231	6,464	63.2%	4,759	46.5%

Data Source: FSCJ Office of Institutional Effectiveness and Accreditation