



## FOOTHILL COLLEGE

Office of Instruction and Institutional Research  
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### Educational Master & Strategic Planning Task Force May 11, 2009 Notes 4:00PM President's Conference Room

#### Agenda

1. Exploring “what we want to know” from the data for the Educational Master Plan

#### Next Time

1. Reflect on comments from all constituent groups

#### Team Members Participating

I-Chen Wen (ASFC), Judi McAlpin (CS), Dolores Davison (AS), Rosemary Arca (AS), Jay Patyk (AS), Daniel Peck, Lucy Rodriguez, Daphne Small, Katie Townsend-Merino

#### Notes:

1. Label initiatives with unique colors
2. At Admin Council, it was noted that students felt that “lower-division general education” was demeaning and should be called “transfer education” instead.
3. Finding the time to commit
  - a. Serving on the strategic initiative groups is a serious commitment and a question about release time was brought up. There will not be any release time to serve on the committees. Shared governance is part of people’s jobs and solving issues of access or individual management practices is not the role of this taskforce.
  - b. Would it be possible to alert students to their role and high level of commitment needed on a strategic initiative or planning council before they get their schedules?
4. Research and data - Daniel Peck presented the initial basic elements listed below for possible inclusion in the EMP this summer. Daniel is currently working on the data for the State of the College Report. Several additional data ideas were suggested that included: breaking out distance education status by ethnicity and BA degrees; breaking out basic skills status by ethnicity; looking at individual programs such as EOPS, Pass the Torch, and Athletics; placement data, partnerships with K-12; full-timers teaching as part-timers to demonstrate higher level of part-time instructor experience; and faculty demographics by age, gender, ethnicity, and length of service.

#### Basic Elements in Program Review (draft 5/11/09—dap)

##### PRESENTATION

- Include 5 years of data
- Include graphs to guide visual interpretation of data
- Include breakouts by College, Division, and Department
- Include breakouts by term for enrollment data
- Include text boxes with questions for consideration to guide analysis

##### DATA DIMENSIONS

- External Environment
- K-12 Demographic Trends

- HS Graduation Rates
- County and Regional Demographic Trends
- Labor Market Trends

#### Internal Environment

- Program Review Elements (see below)
- In-District/Out of District
- City/Area of Residence
- Statewide and ARCC comparisons
- Top WSCH Producing Courses
- Top Declared Majors
- Students with disability status
- Continuing/new/returning status
- First-time freshmen
- Students entering with Associates/Bachelors
- Special Admit status (concurrent High School enrollment)
- Honors status

#### Program Review: Student Data

- Enrolled Counts
- WSCH/FTES
- Unduplicated Headcount
- Attempted Units
- Earned Units
- By Ethnicity
- By Gender
- By Age Categories
- By International Student
- By Day/Evening Status
- By Distance Education Status
- By Basic Skills Status
- By Credit/Non-Credit Status

#### Program Review: Instructional Data

- Average Class Size (by course)
- Fill Rate (by course)
- Retention (by course)
- Productivity
- Full-time FTEF
- PT/Overload FTEF
- Full-time FTEF
- Percent Full-time
- Reassigned FTEF
- Success through Course Sequences
- Course grading variability

#### Program Review: Career and Technical Data

- Labor Market Trends
- Salary Trends

#### Additional Considerations

- Scheduling patterns data
- Placement data
- Student course repetition
- Student placed on probation
- Faculty demographics
- Average GPA