



Student Equity Report

Wednesday, February 2, 2011
PaRC Presentation



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Student Equity

- In order to promote student success for all students, the governing board of each community college district is required to adopt a student equity plan for each college in the district (Title 5, §54220).



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Achievement Gap

- Defined as the inequality in educational outcomes for historically underserved groups (Bensimmon, 2005).
- Implications for closing the gap
 - Economic
 - Moral and psychological



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McKinsey Study of Economic Index

- Future job opportunities will require an educated workforce, while there may be a shortage of educated workers to meet the needs of the US economy (2009).



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Overview

- Introduction
 - Update from 2005 Report
- Considerations
 - Equity Plan should be part of institutional focus
 - PaRC should be involved in strategic planning and program reviews related to equity plan
 - Equity plan should be incorporated in core mission groups



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Five Areas

- Access
- Course Completion
- Basic Skills Completion
- Degree and Certificate Completion
- Transfer



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Access

Table 1. Ethnic Breakdown Trend of Foothill Students, Fall 2003 to Fall 2009

Ethnicity	Fall 2003 Students	Fall 2005 Students	Fall 2007 Students	Fall 2009 Students
African American	4%	4%	4%	4%
Asian/Filipino/PI	32%	33%	36%	28%
Hispanic	15%	14%	15%	13%
White	49%	49%	46%	49%
Multi-Ethnic	0%	0%	0%	6%
Total	100%	100%	100%	100%

Note: Students whose ethnicity is unreported are excluded, accounting for 15% of student population.

Note 2: The Multi-Ethnic category was added to satisfy Federal IPEDS regulations in Fall 2009.

Note 3: Percentages may not add up to 100% due to rounding.

- While student population by ethnicity has remained relatively consistent over time, there appears to be a downward trend of Asian students.



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Course Completion

Table 2. Success Rates in Credit Courses by Ethnicity, 2003-04 and 2008-09

Ethnicity	2003-04 Course Success Rate	2008-09 Course Success Rate	Difference
African American	74%	69%	-5%
Asian/Filipino/PI	86%	86%	0%
Hispanic	78%	77%	-1%
White	87%	86%	-1%

Note: Successful course completion is defined as receiving a grade of A, B, C, CR, or P. Non-passing and W grades are included in the denominator.

- Asian, Hispanic, and White students have relatively consistent success rates at both time points; African American students success rates suggest a decline.
- African American students have the lowest success rates compared to the other student ethnicities at both time points.



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Basic Skills

Table 3. Cohort Tracking Rate for English Entry Level Starters, 2003-04 and 2007-08

Ethnicity	2003-04 English 1A Success Rate	2007-08 English 1A Success Rate	Difference
African American	37%	35%	-2%
Asian/Filipino/PI	41%	44%	3%
Hispanic	38%	38%	0%
White	52%	50%	-2%

Note: Entry Level in English is defined as starting in English 100 or 110 or their equivalents.

- For both cohorts, less than 50% of African American, Asian, and Hispanic students successfully pass English 1A.
- Approximately 1/3 of African American and Hispanic students successfully pass English 1 A.



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Basic Skills

Table 4. Cohort Tracking Rate for Math Entry Level Starters, 2003-04 and 2007-08

Ethnicity	2003-04 Math 105 Success Rate	2007-08 Math 105 Success Rate	Difference
African American	25%	25%	0%
Asian/Filipino/PI	44%	42%	-2%
Hispanic	32%	31%	-1%
White	48%	48%	0%

Note: Entry Level in Math is defined as starting in Math 250, 200, 230 or their equivalents.

- For both cohorts, White students successfully pass Math 105 at roughly twice the rate of African American students.
- African American and Hispanic students tend to start at the lower levels of the Math sequence compared to White students.



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Degrees and Certificates

- When comparing Fall 2000 to Fall 2005 cohort of first-time freshmen:
 - Asian students have the highest degree attainment in both cohorts (9.7% and 9.5%)
 - Hispanic students have the highest certificate attainment (6.7% and 7.1%), surpassing African Americans in the Fall 2005 cohort (7.2% to 4.2%)
- Recognize that not all students in cohorts have goal of attaining degree or certificate



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Transfer

Table 5. Transfer Rate by Ethnicity, 2003-04 Cohort

Ethnicity	Students in Cohort	Transfer Rate within Five Years
African American	28	46%
Asian/Filipino/PI	231	66%
Hispanic	121	27%
White	348	50%
Unknown/Decline	147	44%
Total	875	50%

Source: The CCCO Transfer Velocity Cohort Report

Note: The CCCO Methodology defines its initial cohort as those students who earn at least 12 units and attempt a college-level English or Math course.

Note 2: Percentages may not add up to 100% due to rounding.

- Hispanic students have lowest transfer rate compared to other ethnicities at 27%.
- Asian students have highest transfer rate compared to other ethnicities.



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Recommendations

- Establish annual institutional goals
- Identify specific targets
- Identify those responsible for achieving targets
- Identify metrics to measure equity efforts
- Evaluate goals on a regular basis, and report to PaRC



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