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Student Success Scorecard

PaRC Presentation
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*Formerly known as the Accountability Reporting for Community Colleges (ARCC)

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Overview

- Annual scorecard with specific metrics related to student progress and success
- Framework based on Student Success Taskforce (SSTF) recommendations
- Disaggregation of data
- Longitudinal data

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College Profile

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

2013 Foothill College Student Success Scorecard

Foothill College was founded in 1957 as the first of two colleges in the Foothill-De Anza Community College District. The 122-acre campus in the city of Los Altos Hills also serves the communities of Los Altos, Mountain View, Palo Alto and parts of Sunnyvale. The college is known for its award-winning architecture designed by architect Ernest Kump and landscape architect Hideo Sasaki. The college also offers many career advancement classes and training courses. The college provides access to outstanding educational opportunities for all students through basic skills training, career preparation, lifelong learning or transfer.

Student Information (2011-12)

Students				27,342
GENDER		**RACE/ETHNICITY**		
Female	52.1%	African American	3.8%	
Male	46.8%	American Indian/Alaskan Native	0.2%	
Unknown Gender	1.1%	Asian	23.4%	
AGE		Filipino	3.0%	
Under 20 years old	20.8%	Hispanic	18.5%	
20 to 24 years old	27.6%	Pacific Islander	0.8%	
25 to 49 years old	37.7%	White	38.5%	
50 or more years old	13.7%	Two or More Races	3.7%	
Unknown Age	0.3%	Unknown Ethnicity	8.1%	

Over half of 2011-12 students are between ages 20 to 49

Other Information (2011-12)

Full-Time Equivalent Students	11,734.5
Credit Sections	4,509
Non-Credit Sections	238
Median Credit Section Size	26
Percentage of Full-Time Faculty	55.5%

FT Faculty based on district figures

Asians, Hispanics and Whites compose over three-fourths of students enrolled
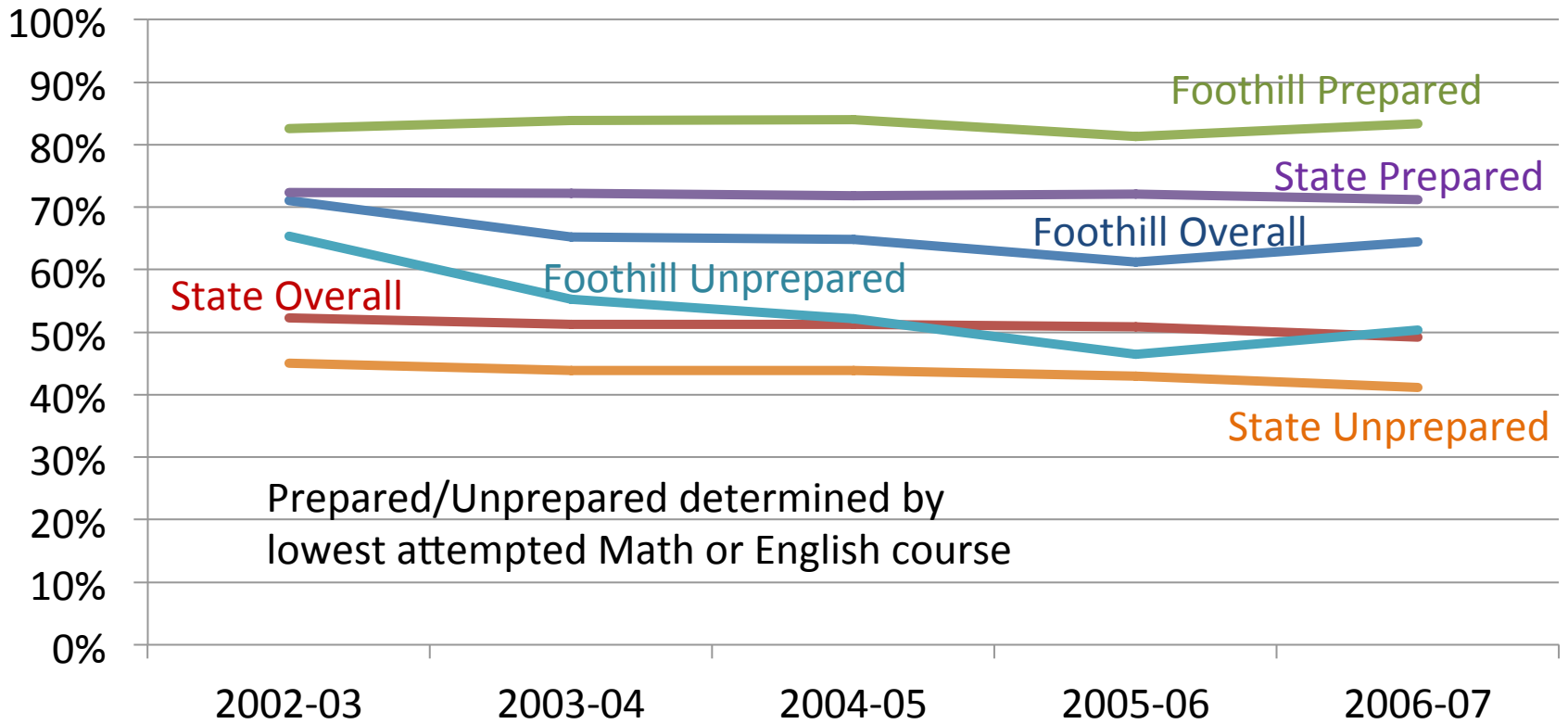
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College Indicators

- Tracking students over six years
- Scorecard focuses on 2006-07 cohort
- Data available for five cohorts
  - 2002-03 to 2006-07

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Completion

Prepared/Unprepared determined by lowest attempted Math or English course

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Completion Peer Grouping
Overall Completion Rates

Peer group high: 65%

Peer Group average: 55%

Peer Group low: 47%

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Persistence

Chart showing persistence rates from 2002-03 to 2006-07. Lines: State Unprepared, State overall, State Prepared, Foothill Overall, Foothill Prepared, Foothill Unprepared.
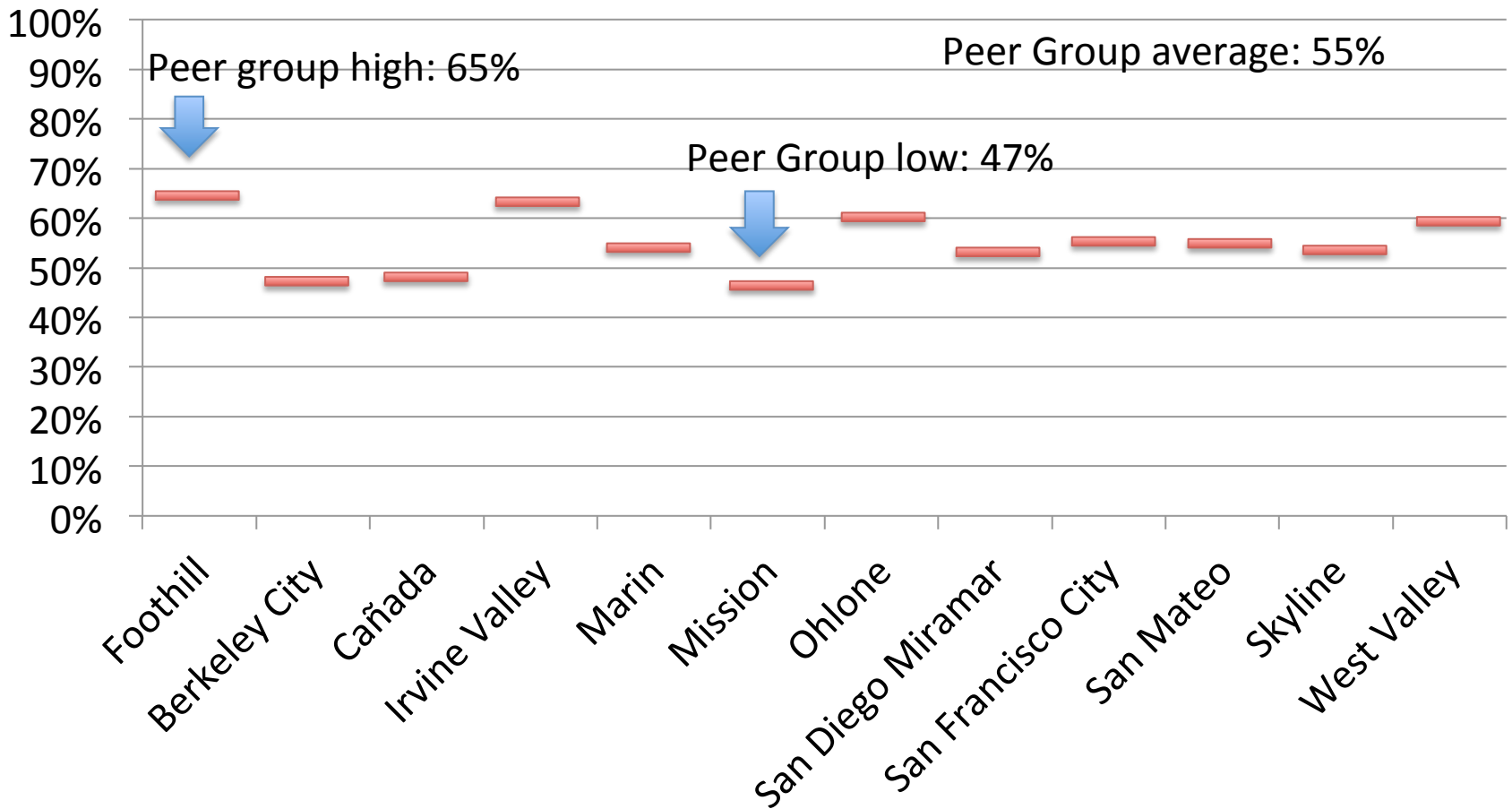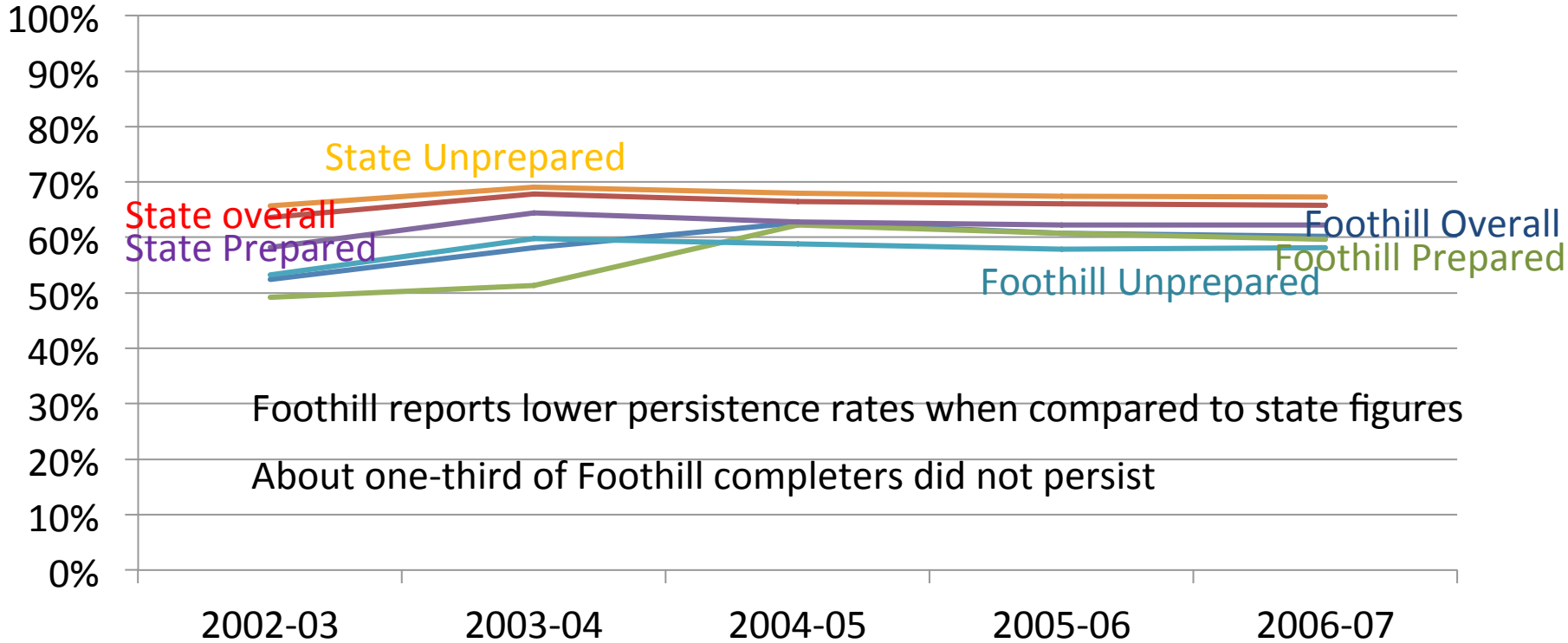
Text on chart: Foothill reports lower persistence rates when compared to state figures

About one-third of Foothill completers did not persist

Legend: Foothill Overall, State Overall, Foothill Prepared, State Prepared, Foothill Unprepared, State Unprepared

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Attain 30 Units
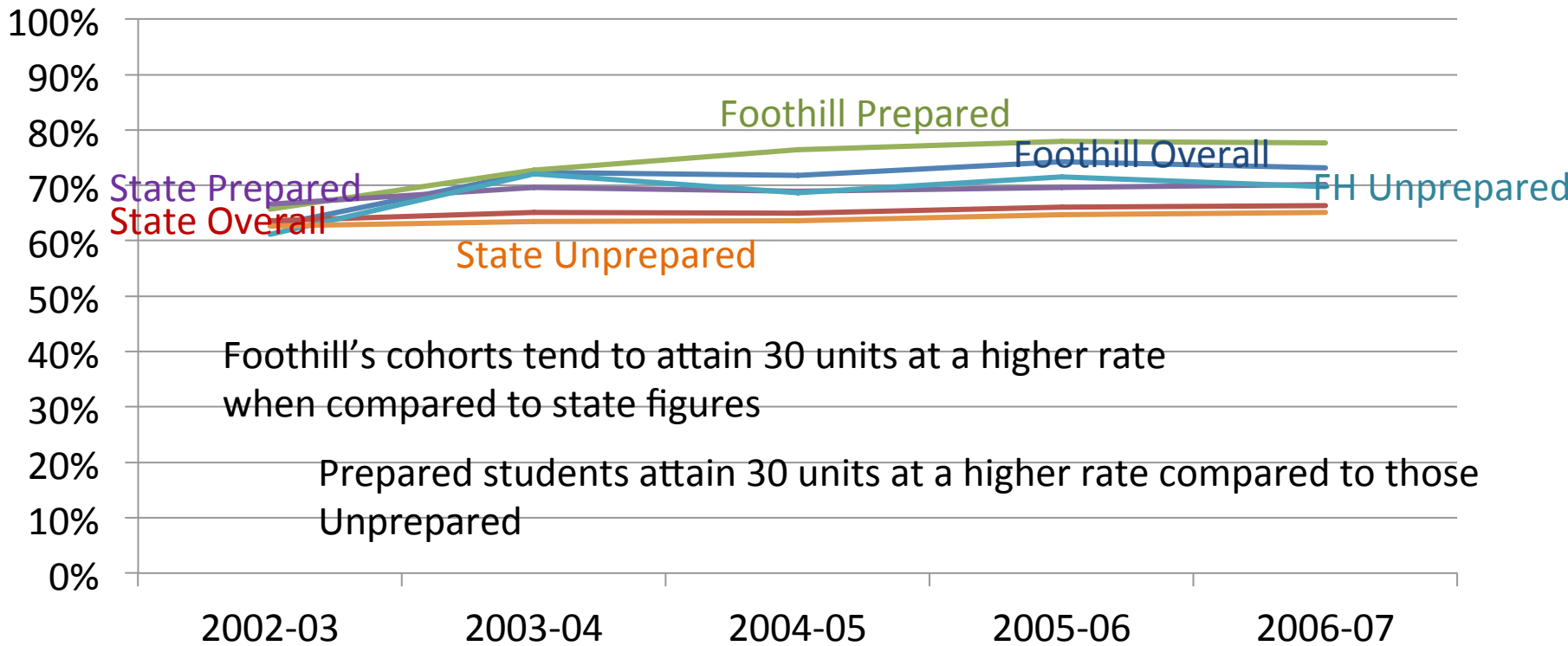

Foothill's cohorts tend to attain 30 units at a higher rate when compared to state figures

Prepared students attain 30 units at a higher rate compared to those Unprepared

Legend:
- Foothill Overall
- State Overall
- Foothill Prepared
- State Prepared
- Foothill Unprepared
- State Unprepared

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Who's being counted?

- Completion, Persistence and Attain 30 Units cohort definition:
  - First-time students (w/valid SSN)
  - 6 units minimum earned (pass course)
  - Attempt any Math or English in first three years

- Foothill 2006-07 cohort: 958 students
  - 47% Female (451)
  - 85% Under age 20 (813)
  - 39% Whites (373)
  - 25% Asian (239)
  - 16% Latino/a (157)

Foothill had 2,054 new first-time students in 2006-07 academic year

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What outcomes are counted?

- Completion cohort outcomes definition:
  - Earned AA/AS
  - Earned Certificate
  - Transfer to four-year institution
  - At least 60 transferrable CSU/UC units with minimum 2.0 GPA
  - Within 6 years

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What outcomes are counted?

- Persistence cohort outcomes definition:
  - Enroll in four consecutive quarters
  - Within the first year of enrollment
- Attain 30 Units cohort outcomes definition:
  - Earned at least 30 units
  - Within 6 years

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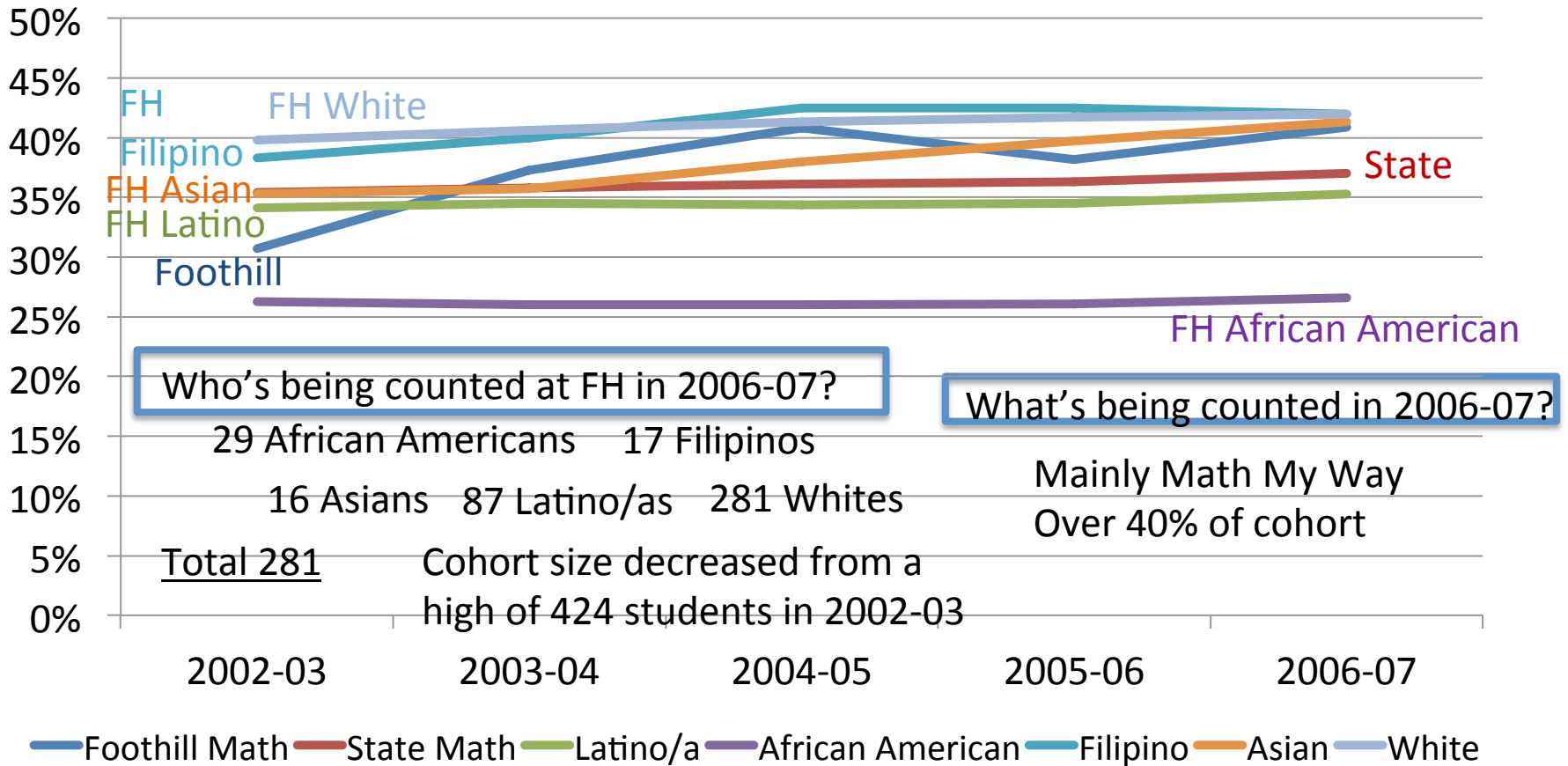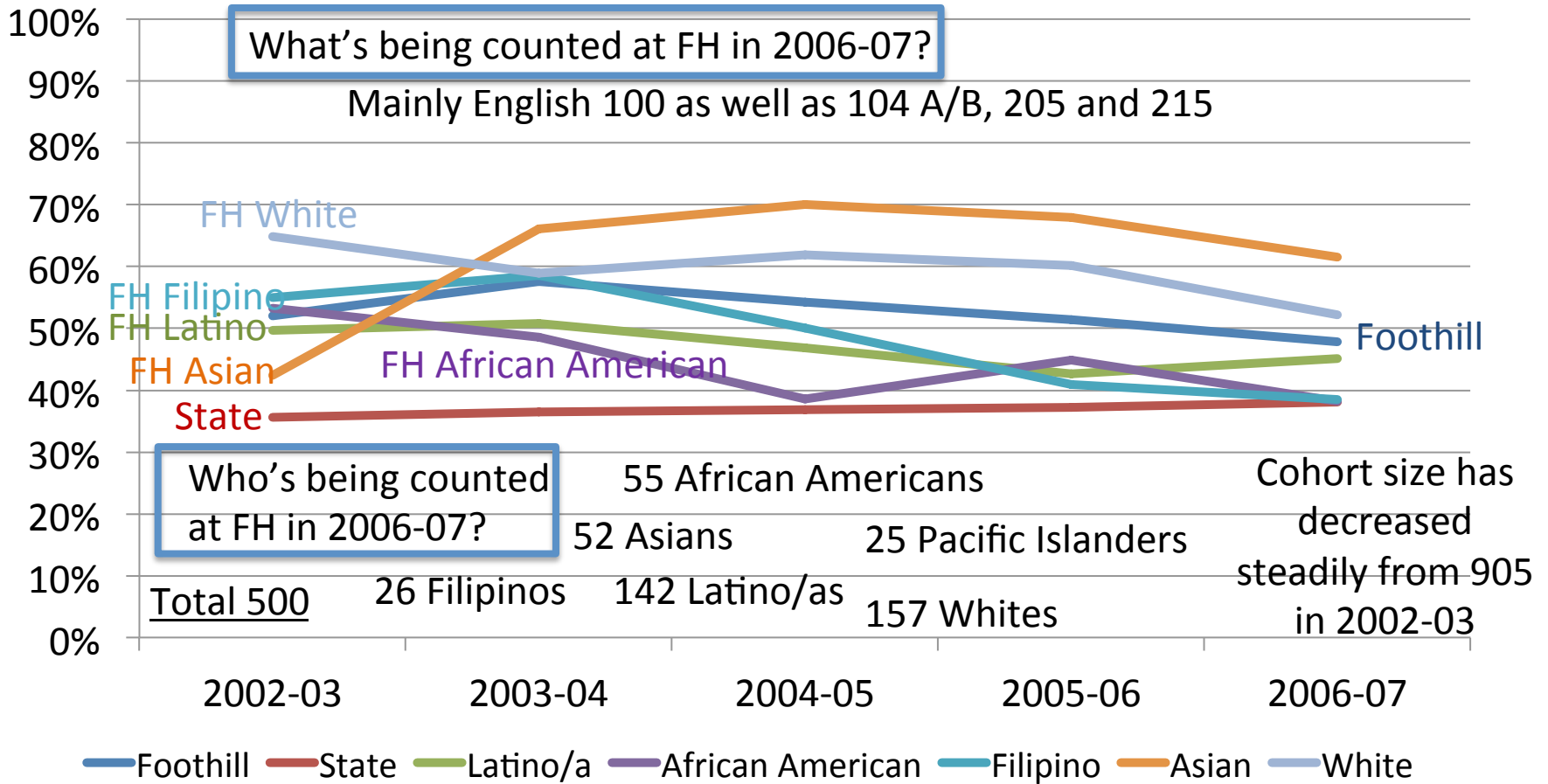
Basic Skills Education Progress

- Who's in the cohort?
  - Attempt a credit course below transfer level
- What's the cohort outcome?
  - Math: pass a college-level Math course within 6 years (includes degree and transfer applicable)
  - English: pass a college-level English course within 6 years
  - ESL: pass the ESL sequence or a college-level English within 6 years

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Math

FH Filipino
FH White
FH Asian
FH Latino
Foothill
State
FH African American

Who's being counted at FH in 2006-07?

29 African Americans   17 Filipinos

16 Asians   87 Latino/as   281 Whites

Total 281   Cohort size decreased from a
high of 424 students in 2002-03

What's being counted in 2006-07?

Mainly Math My Way
Over 40% of cohort

Legend: Foothill Math — State Math — Latino/a — African American — Filipino — Asian — White

2002-03   2003-04   2004-05   2005-06   2006-07

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English

What's being counted at FH in 2006-07?

Mainly English 100 as well as 104 A/B, 205 and 215

FH White

FH Filipino

FH Latino

FH Asian

FH African American

State

Foothill

Who's being counted at FH in 2006-07?

55 African Americans

52 Asians

25 Pacific Islanders

Cohort size has decreased steadily from 905 in 2002-03

Total 500   26 Filipinos   142 Latino/as   157 Whites

2002-03   2003-04   2004-05   2005-06   2006-07

—— Foothill —— State —— Latino/a —— African American —— Filipino —— Asian —— White

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ESLL

Who's being counted at FH in 2006-07?

4 African American   52 White   2 Filipino & 2 PI

148 Asian   134 Latino/a

Total 365

ESL cohort size has decreased from a high of 578 in 2002-03

FH Asian

Foothill

FH Latino/a

State

What's being counted at FH in 2006-07?

Seems like about 45% in F06 are enrolled in ESL 166/167, 155/156

Legend: Foothill — State — Latino/a — Asian

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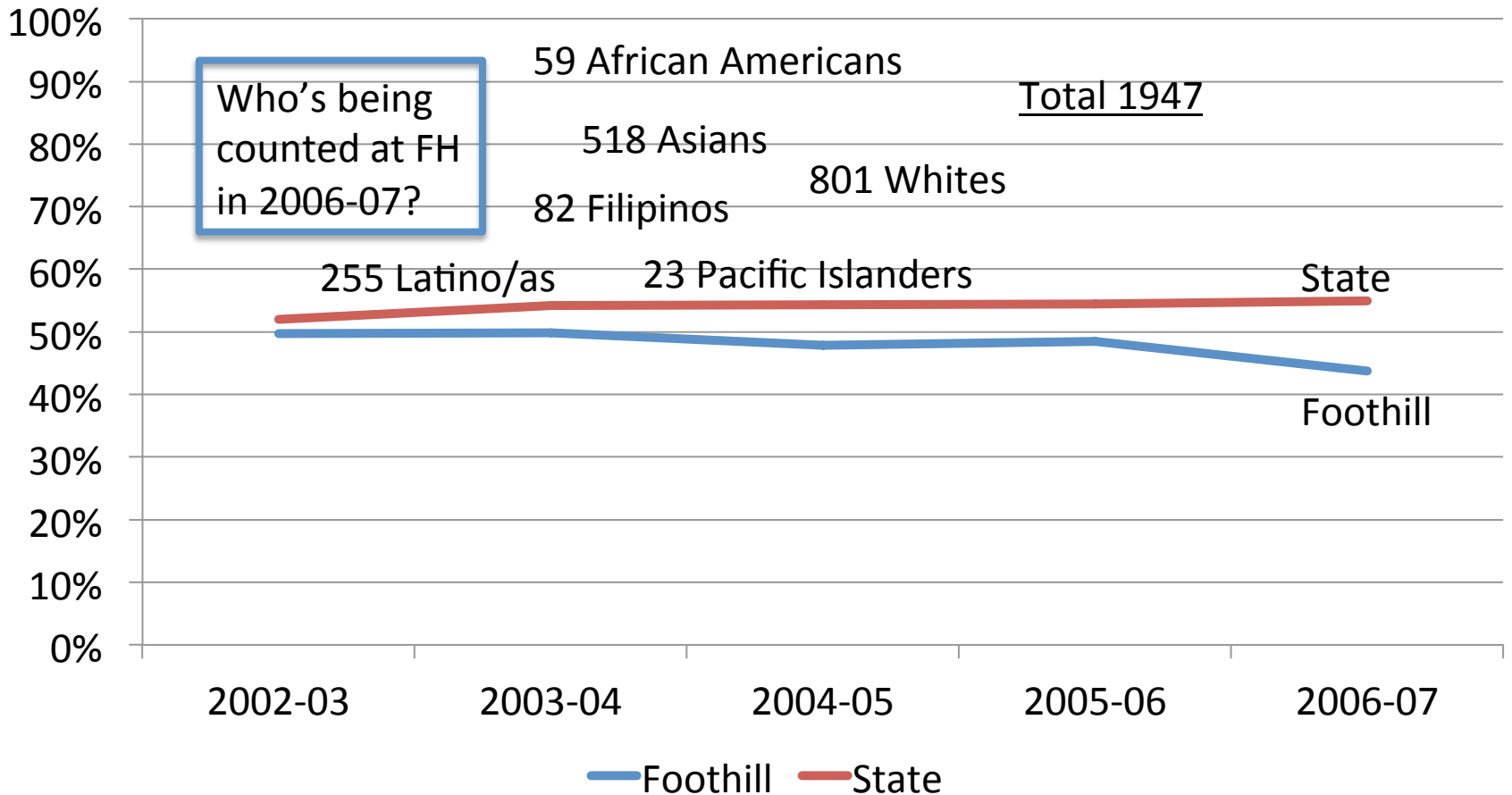
Career Technical Education

Who's in the cohort?

- First-time CTE course completers who also complete 8+ units in the subsequent 3 years in a single vocational discipline

What's the cohort outcome?

- Earned AA/AS
- Earned Certificate
- Transfer to a 4-yr institution
- At least 60 transferrable CSU/UC units with minimum 2.0 GPA
- Within 6 years

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What's the message?

- System-level:
  - Emphasis on defining completion as degree/certificate and transfer attainment
  - Different outcomes among Prepared and Unprepared students
- Institution-level:
  - Decrease in cohort size over time
  - Disaggregating data can lead to small groups of students
  - Changes in courses (number and curriculum) affects what is included in the cohort
  - How are we serving our students?

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What's the next step?

- How is this information useful to us?
- Use data to set institutional priorities in planning and resource allocation process
- Revisit institutional goals, objectives and metrics
  - Present more detailed Scorecard data in other settings such as core mission groups

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Check it out!

- Student Success Scorecard

  http://scorecard.cccco.edu

  http://www.foothill.edu

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