Onboarding Retreat: Understanding the Foothill Student

September 13, 2022

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Learning Outcomes

- What is Institutional Research and Planning?
- What are some characteristics of Foothill students?
- Why are enrollment and FTES important measures?
- How can data help me support my students better?
- How does data inquiry move to action?

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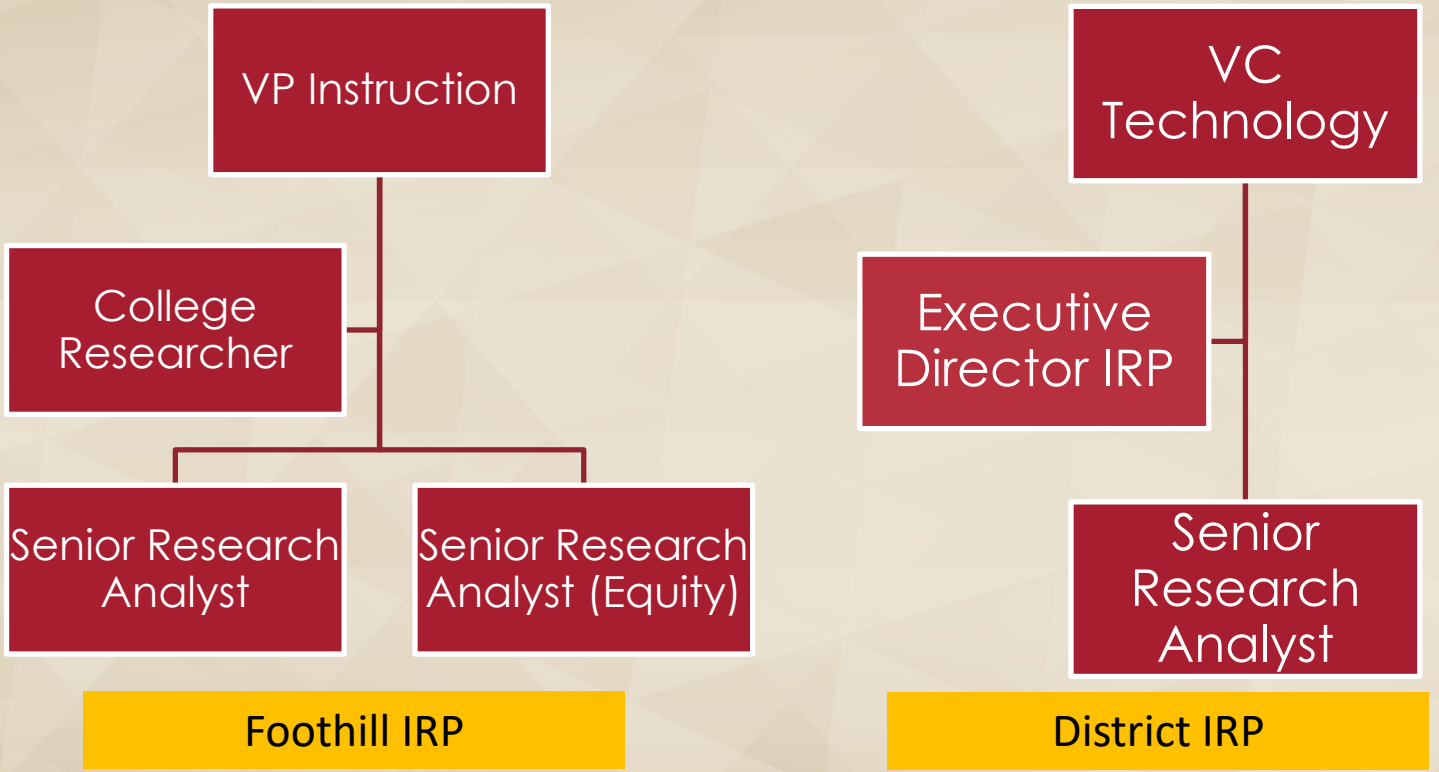
We are Institutional Research & Planning



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IRP's Goal

- Support the college's/district's efforts at academic quality and continuous improvement to serve students better

Data Inquiry
Data Educators + Data Advocates

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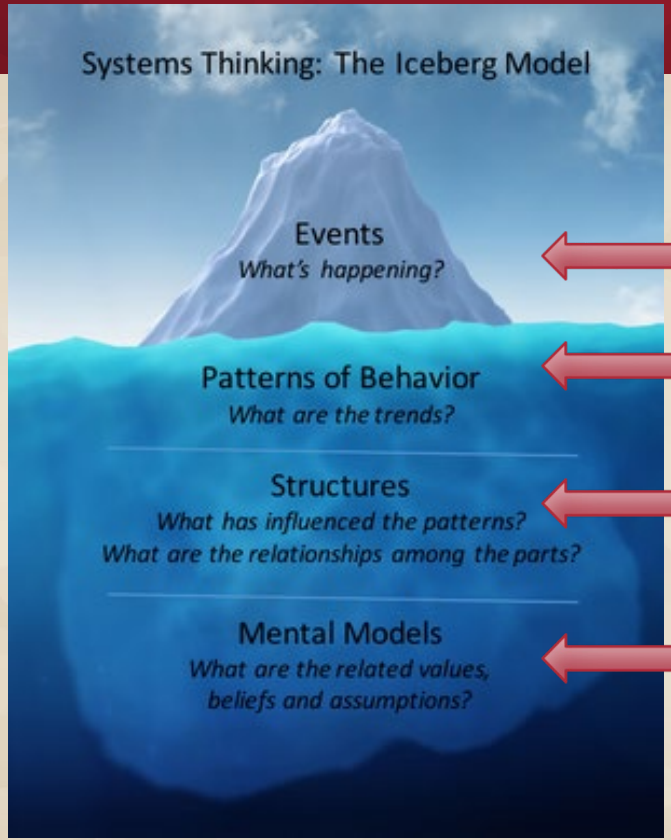
IRP is like Baking Cookies

- IRP takes a recipe (outcome)
  - What ingredients needed
  - Where can ingredients be found
  - Can substitutions can be made
  - Should recipes be tweaked
  - Encourages experimentation and innovation (intervention)

Narrowing the Equity Gap



Foothill is producing gaps in success among Latinx students

- Latinx students don't access college resources at the same rate
- Latinx students are less likely to seek out help
- Latinx students have experienced barriers and challenges with education resources
- Current supports/services designed for students who know what they need and how to access them

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Data to Action

- The college (and you) should be student-ready
  - Not are the students college-ready
- Reflect through appreciative inquiry
  - What does success (characteristics) look like?
- Applying universal design
- Role of Choice + Flexibility

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Who are the Foothill Students?

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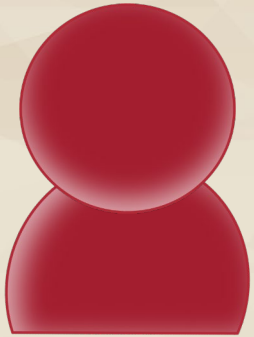
Student Demographics

Ethnicity	• latinx, white, asian
Gender	• Female
Age	• 20-24
Highest Ed Level	• HS/GED
Enrollment Status	• Part-Time



Educational Goal

- **Degree/Transfer**
- **Undecided**
- **Short-Term Career Ed**
- **Adult Ed/ESL**

Source: FH IRP | Degree/Transfer: Students seeking to earn a two-Year and/or Four-Year Degree | Undecided: Students w/goal of life-long learning, fulfilling requirements of a four-year institution while already enrolled in a four-year institution, or those undecided as to their goal | Short-Term Career Ed: Students seeking to gain career-related skills to enter or advance in their careers | Adult Ed/ESL: Students seeking to build foundational literacy, quantitative, and English-language skills

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Student Enrollment

Almost 1/2 are continuing students

Source: FH IRP | Fall 2019 and Fall 2021 terms.
Fall 2019 HC: Continuing=45%; First-time new=17%; First-time transfer=16%; Returning-16%; HS Concurrent=5%
Fall 2021 HC: Continuing=49%; First-time new=16%; First-time transfer=13%; Returning=15%; HS Concurrent=8%

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Student Enrollment

By Division

- STEM
- Business + Social Sciences
- Fine Arts + Communication
- Language Arts
- Health Sciences + Horticulture
- Kinesiology + Athletics
- Counseling
- LRC + Library
- Student Resource + Support Programs

Source: FH IRP | Fall 2022 term | Total Est Enr: 19,738 | Total Est FTES: 2,189 | Apprenticeship not included.
Enr: STEM - 26%; BSS - 30%; FAC – 15%; LA – 12%; HSH – 10%; KA – 5%; GU – 1%; LRC - <1%; SRSP – 1%
FTES: STEM - 31%; BSS – 27%; FAC – 16%; LA – 11%; HSH – 9%; KA – 4%; GU – 1%; LRC - <1%; SRSP - <1%

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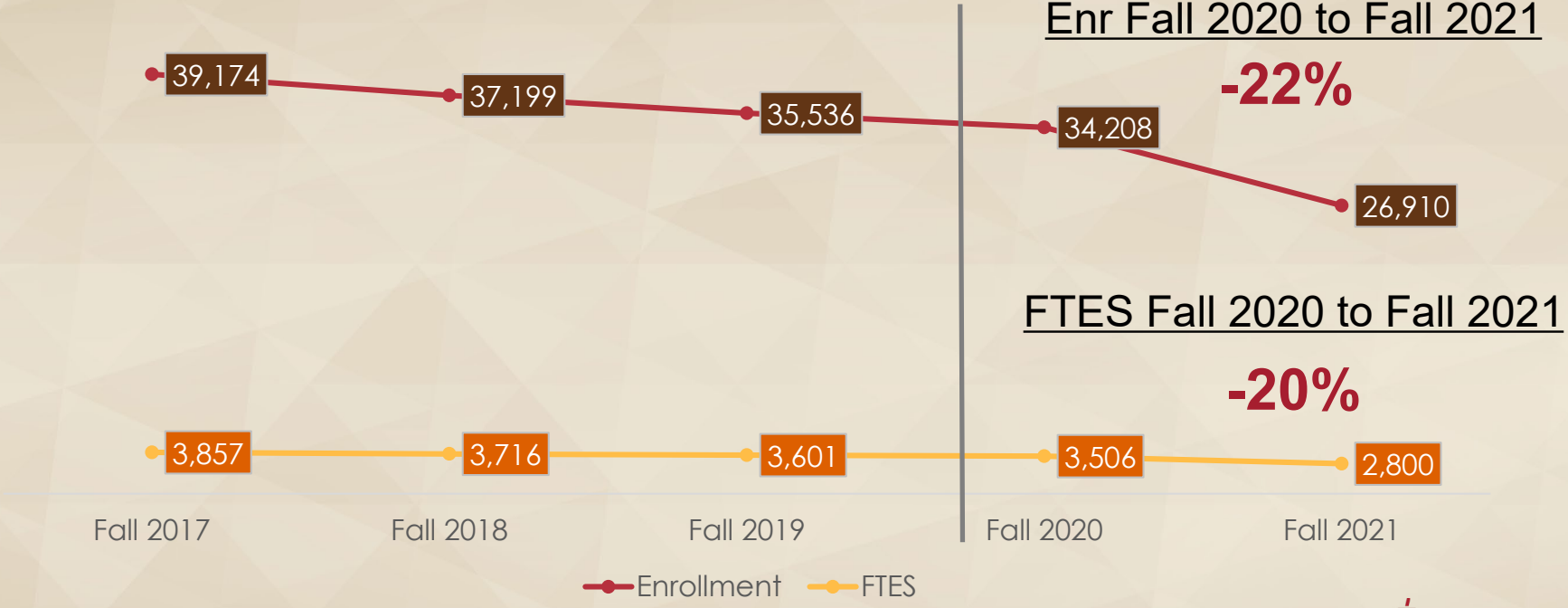
Enrollment + FTES: 5-Year Trend



Source: FH IRP | Precision Campus

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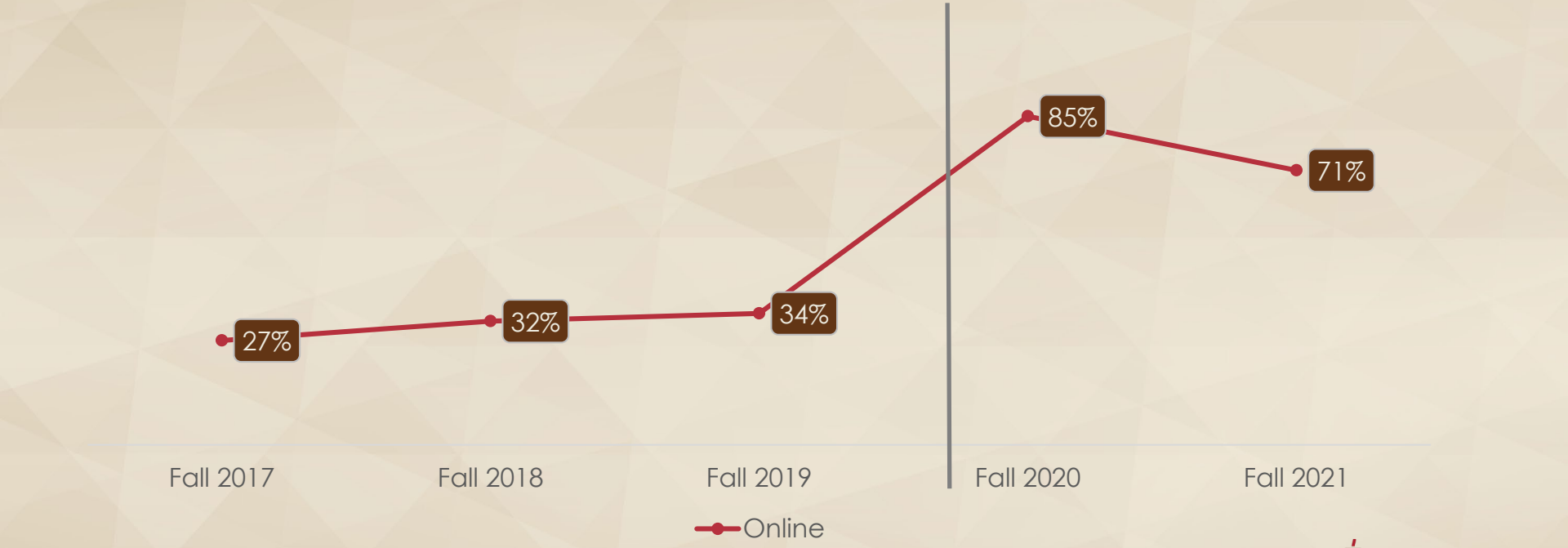
Online Enrollment: 5-Year Trend



Source: FH IRP | Precision Campus

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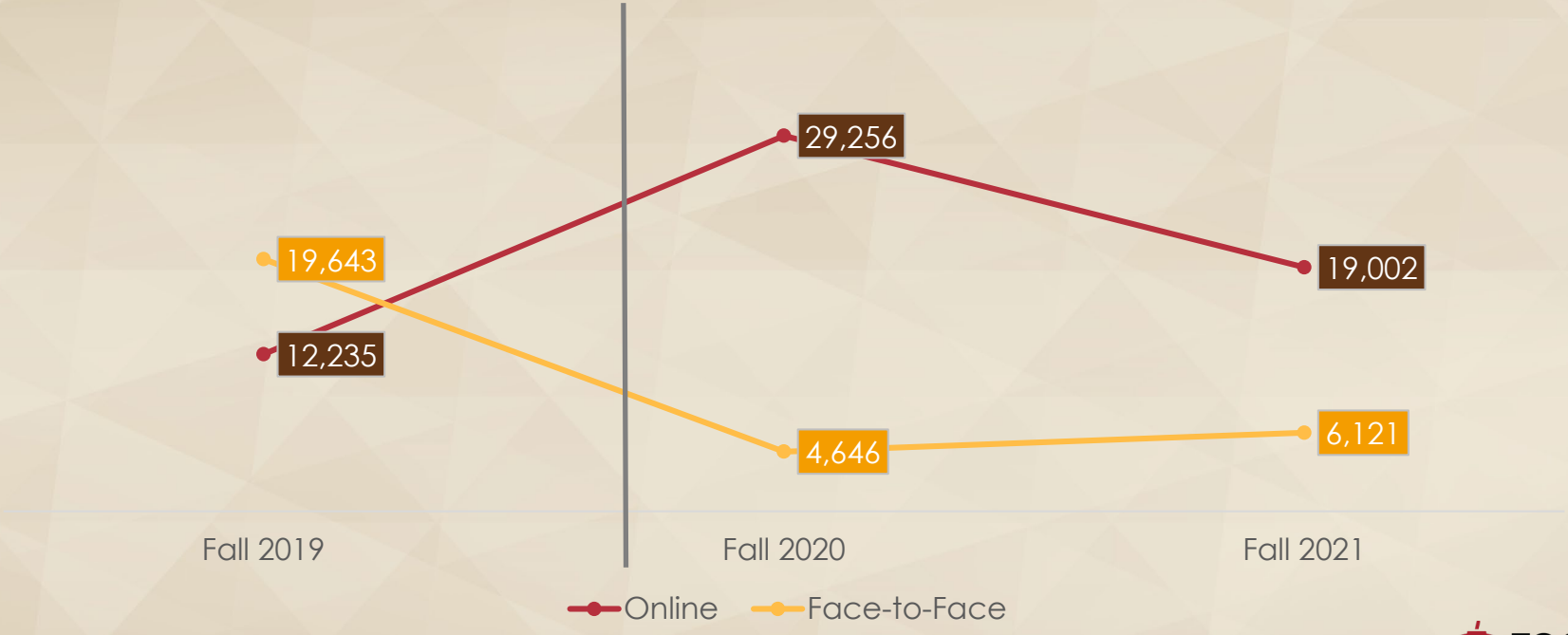
Instructional Modality Trend



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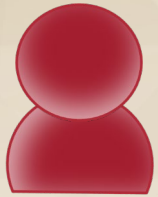
Student Demographics



Fall 2019		Fall 2021
28%	Asian	24%
28%	Latinx	33%
39%	Ages 20-24	28%
68%	HS/GED	64%
27%	First Gen	28%
7%	DSPS	6%
12%	Non-Resident	8%

Source: FH IRP | Precision Campus

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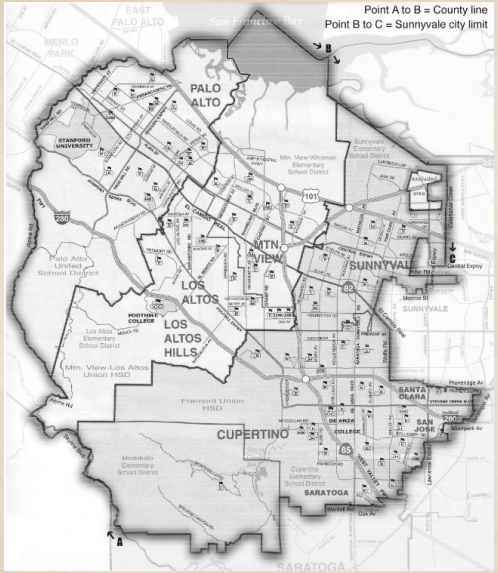
The Students We Serve



Service Area

31% Fall 2019

29% Fall 2021

Santa Clara County

58% Fall 2019

56% Fall 2021

Fall 2021: San Jose 28%

Source: FH IRP | Precision Campus

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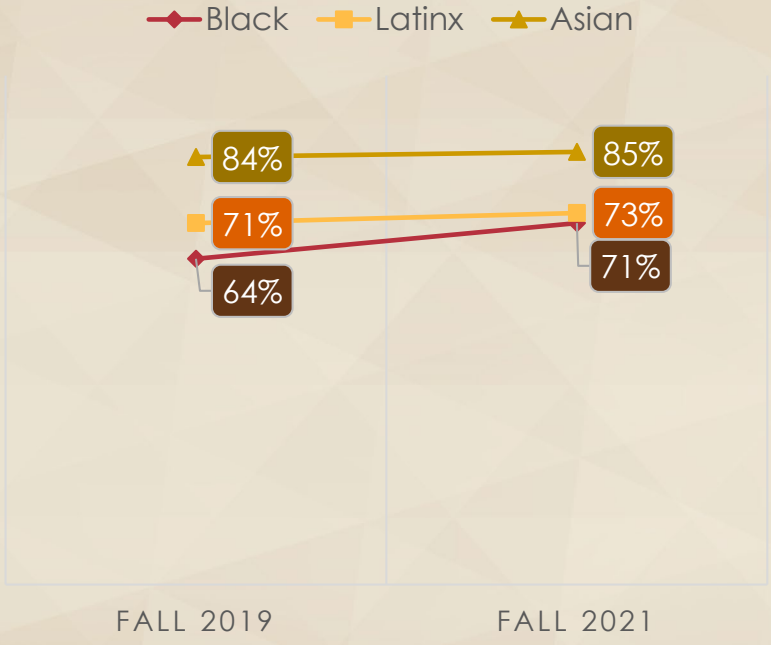
Course Success

College Course Success

79% Fall 2019

79% Fall 2021



Source: FH IRP | Precision Campus | These rates are higher than state rates.

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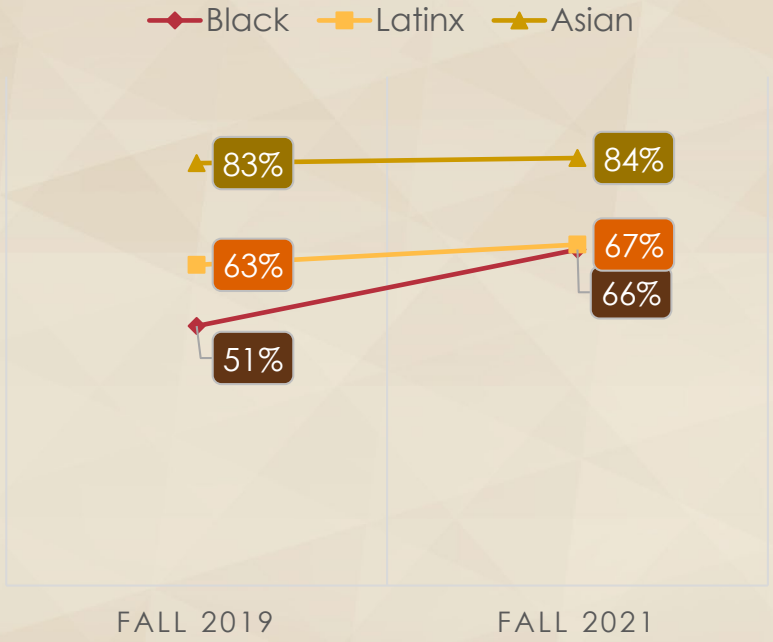
Online Course Success

Online Course Success

73% Fall 2019

75% Fall 2021



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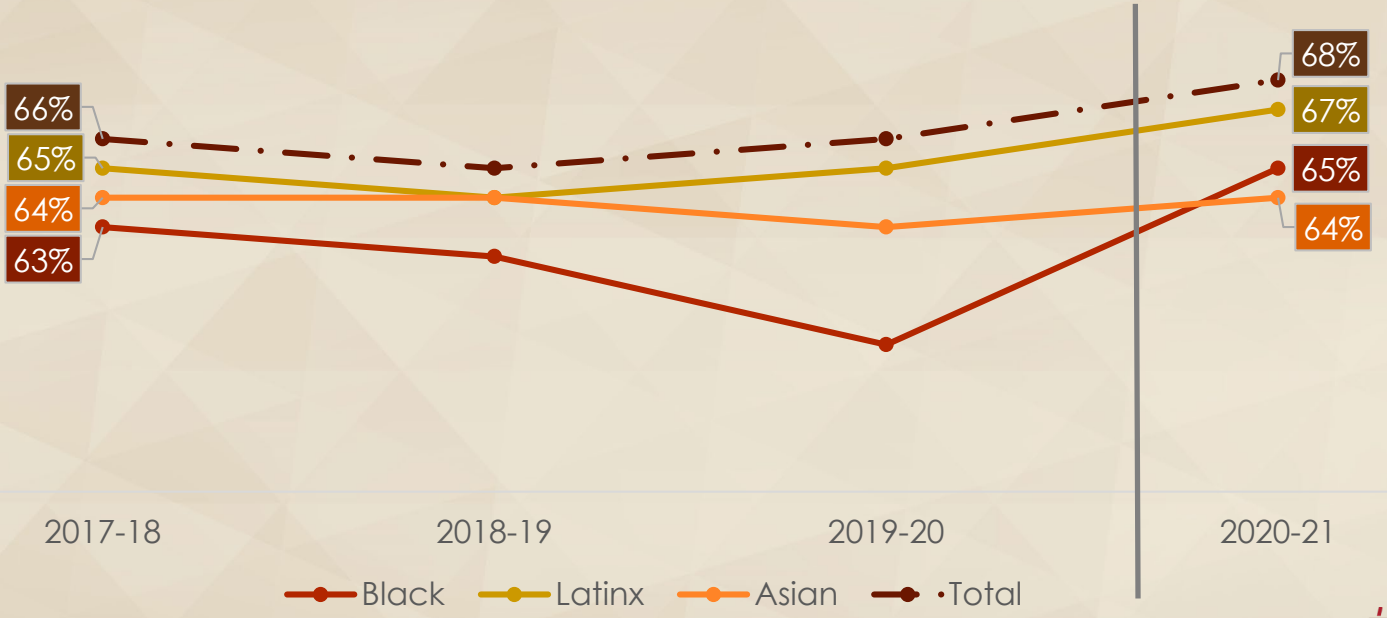
Persistence: Fall-to-Winter



Source: FH IRP | CO Student Success Metrics | Includes those who enrolled as first-time non-special admit credit students in at least one primary term of the selected year with minimal credit enrollment who are tracked for three, four, and six years from first term of enrollment.

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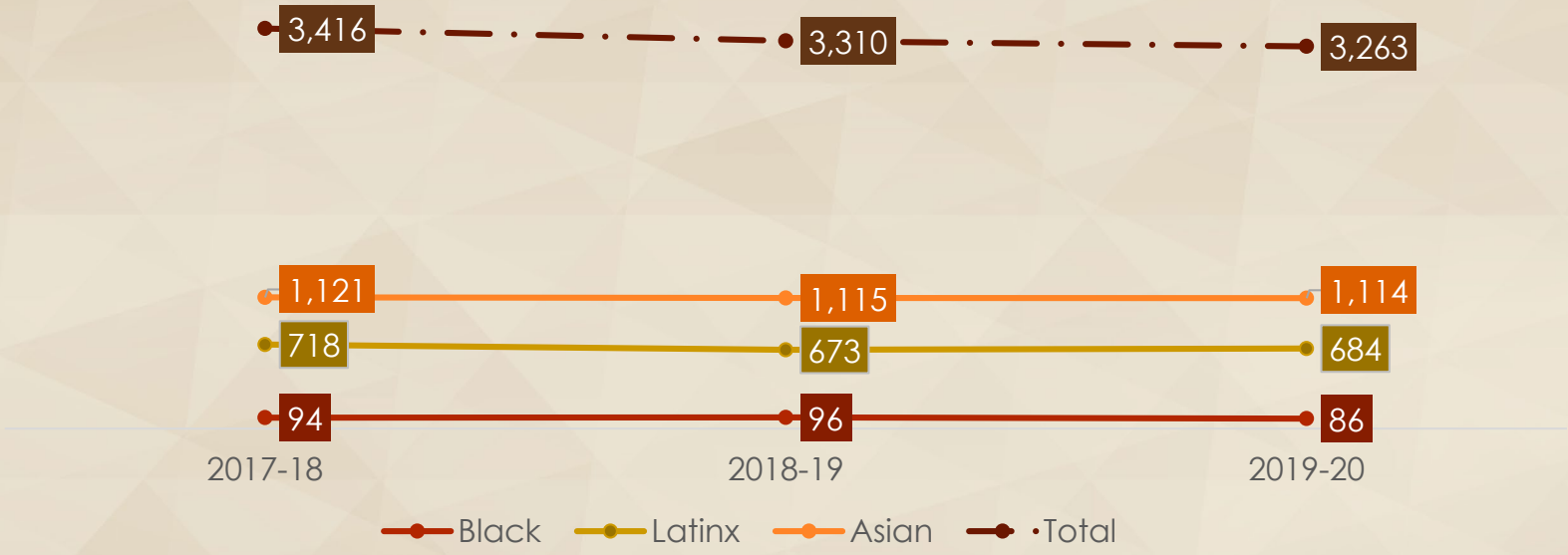
Completion



Source: FH IRP | CO Student Success Metrics | Includes those who earned one or more of the following: CO approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district OR those who earned 12 or more units at any time and at any college up to and including the selected year and who excited the CCC system, the number of students who enrolled in any four-year institution in the subsequent year [All Students]

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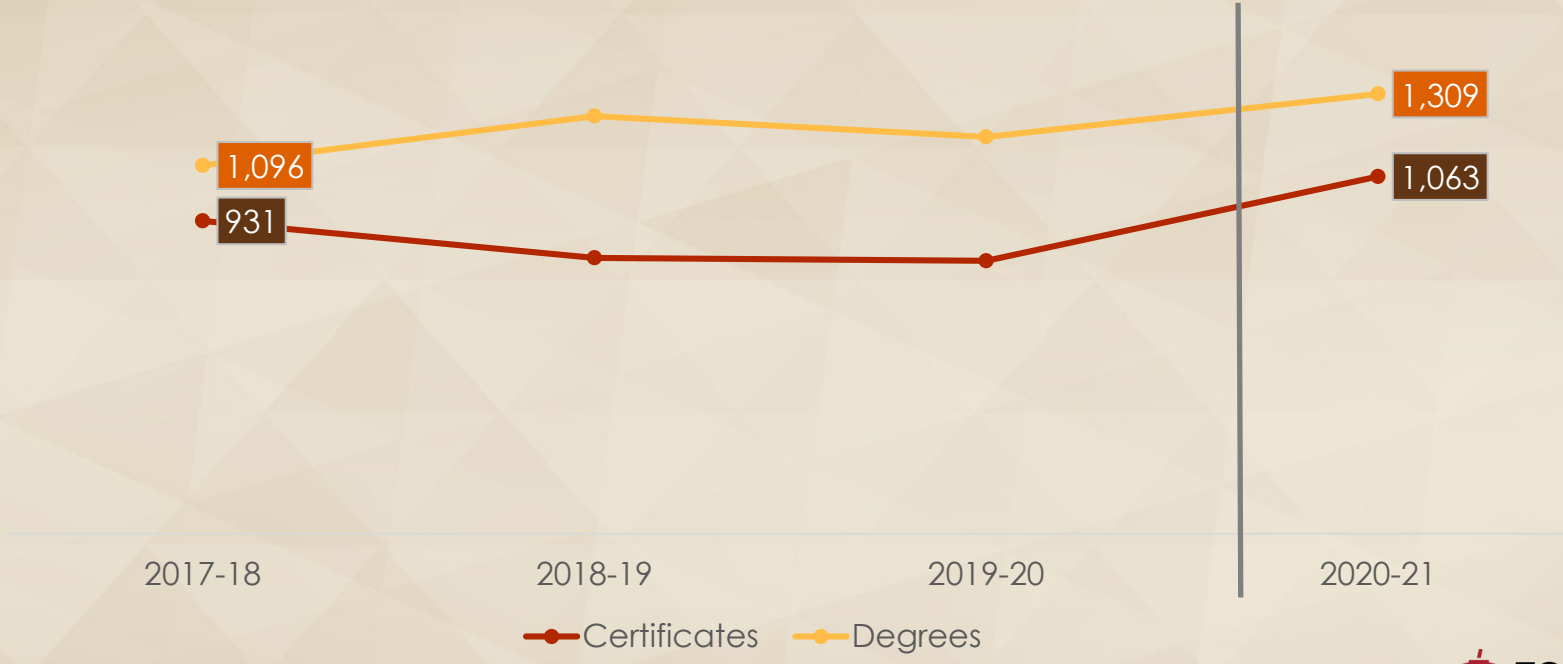
Awards



Source: FH IRP | Certificates includes credit transcriptable | Degrees includes Associate in Arts, Associate in Arts-Transfer, Associate in Science, Associate in Science-Transfer, Bachelor in Science (Dental Hygiene)

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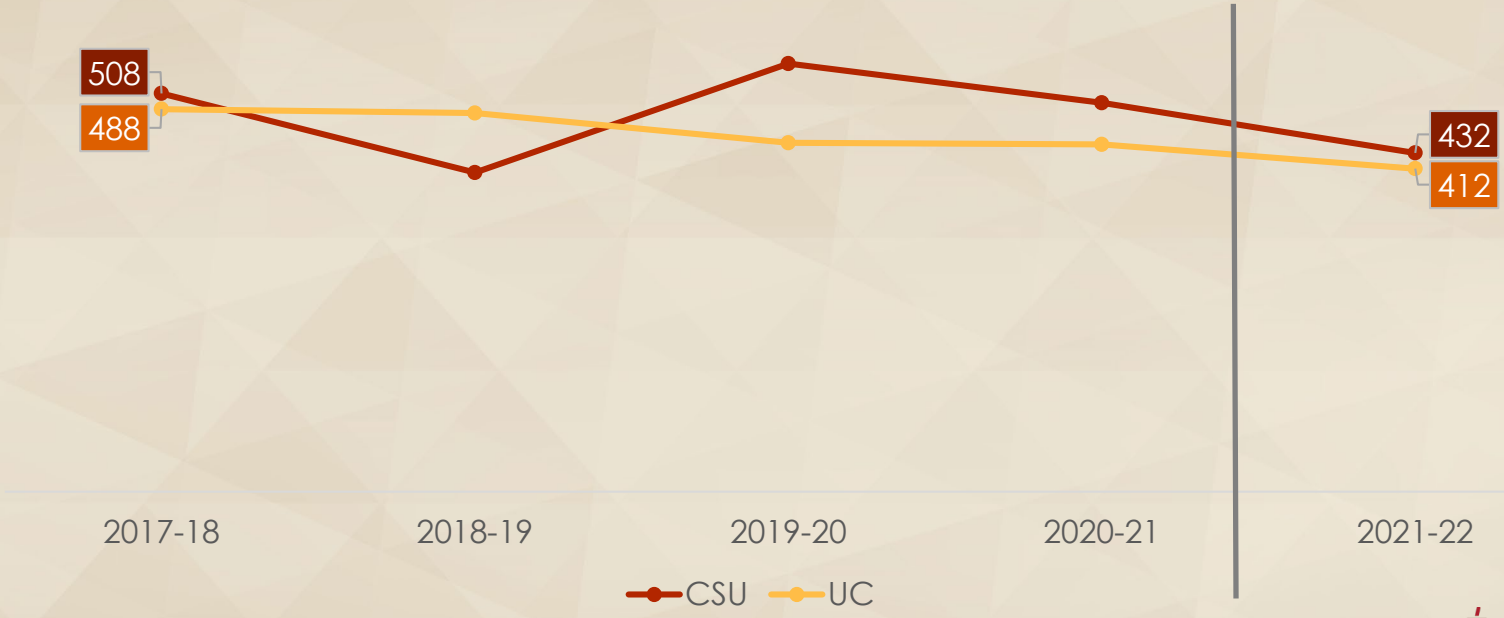
Transfers



Source: FH IRP | CSU Data Analytics [CCC Transfers to the CSU] | UC Info Center [Full year transfers by year and UC campus] | CO Data Mart: Approximately 220 to 280 students transfer to In-State Private or Out-of-State colleges annually

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Who are OUR Foothill Students?

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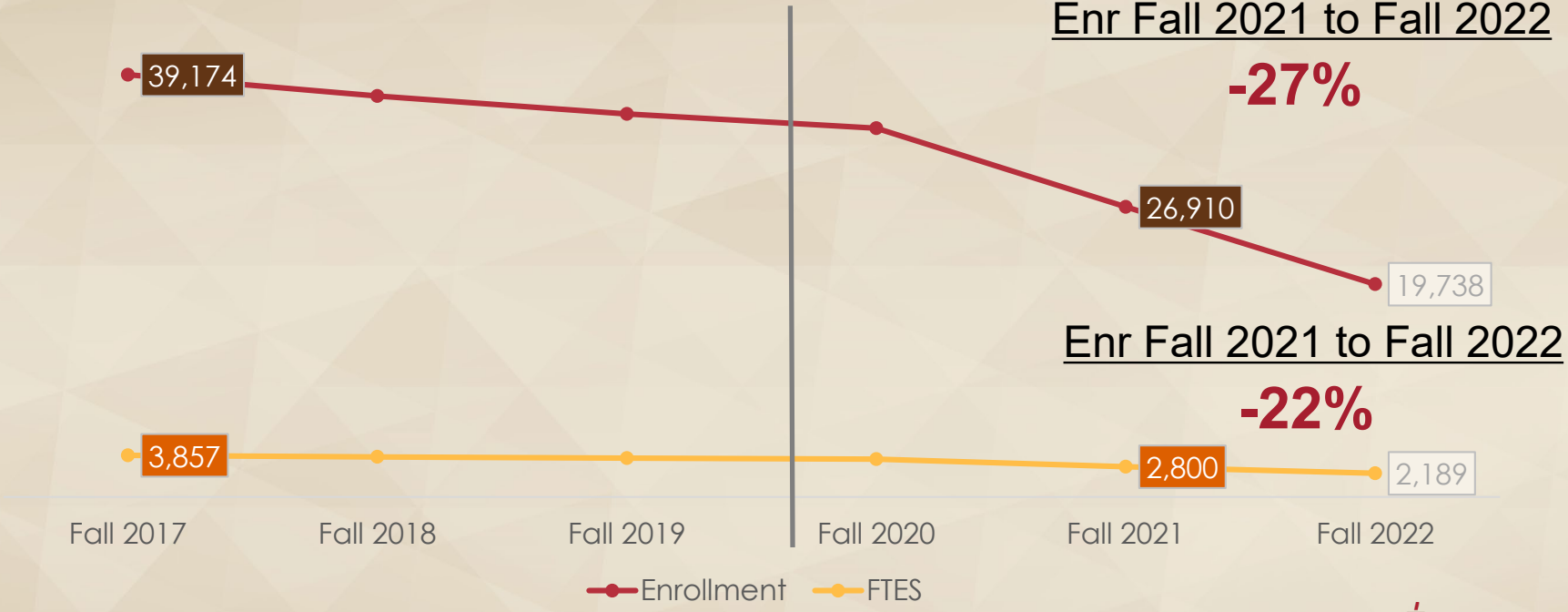
Enrollment + FTES: Fall 2022



Source: FH IRP | Precision Campus | Fall 2022 data is tentative as registration is still open | Positive attendance enrollment est at 60%

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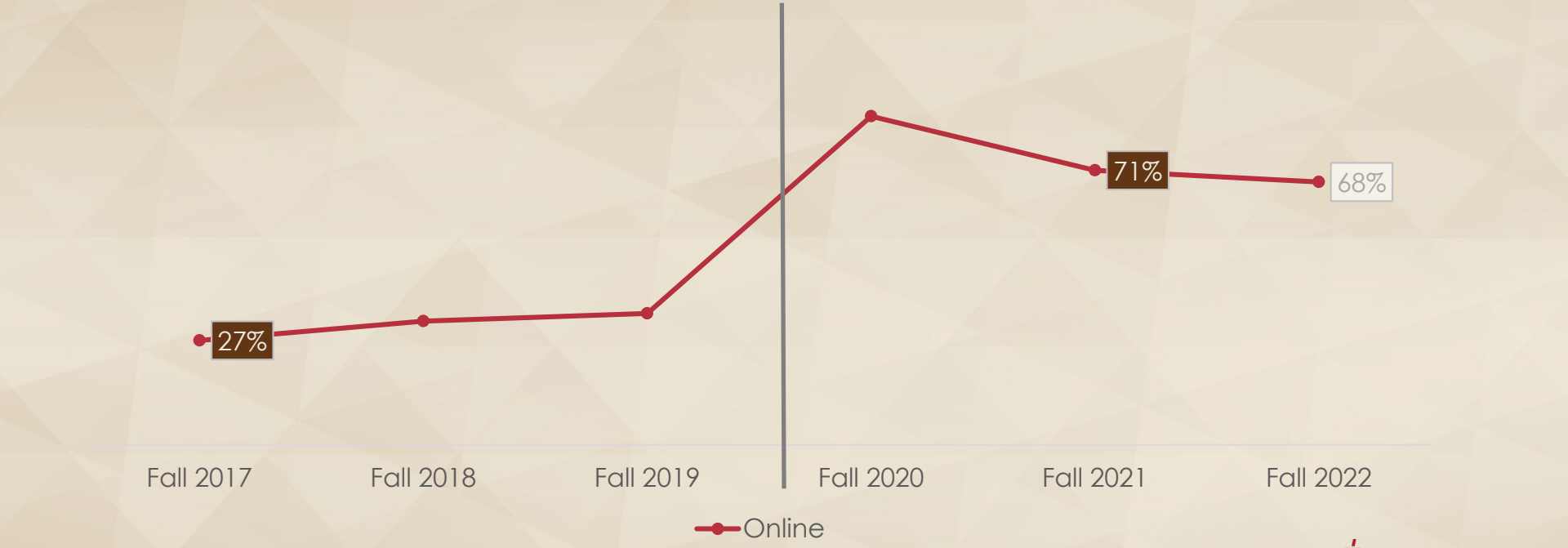
Online Enrollment: Fall 2022



Source: FH IRP | Precision Campus | Fall 2022 data is tentative as registration is still open | Positive attendance enrollment est at 60%

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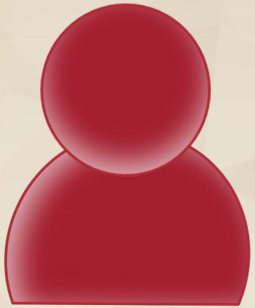
Fall 2022

Enrollment
19,738

Sections
881

Online Sections
530



Headcount
8,642

Service Area
24%

Black
5%

Latinx
29%

Asian
29%

These ethnicity rates are relatively flat from year-to-year

Source: FH IRP | Precision Campus | Data extracted 09.11.22 | Online sections make up 60% of total fall sections | Black students: 5% (399/8,642) students: 27%

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First Generation

- Roughly **1** out of **4** students

Latinx

58% Fall 2021

61% Fall 2022

Among each ethnicity

52% Latinx

26% Black

20% Asian

Source: FH IRP | Precision Campus | Fall 2022 data is tentative as registration is still open | Positive attendance enrollment est at 60%

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Who are YOUR Foothill Students?

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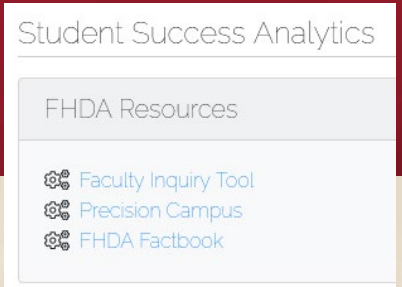
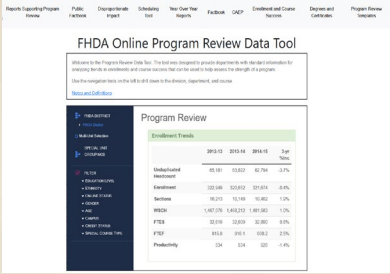
Data Access + Inquiry



- Precision Campus + Inquiry Tool
  - Drill down by division, department, course, (your) section levels
  - By year or term
  - Disproportionate impact
- Student Success Metrics
  - CO dashboards
  - State metrics



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What Does Our Data Say About Choice + Flexibility → Engagement + Success

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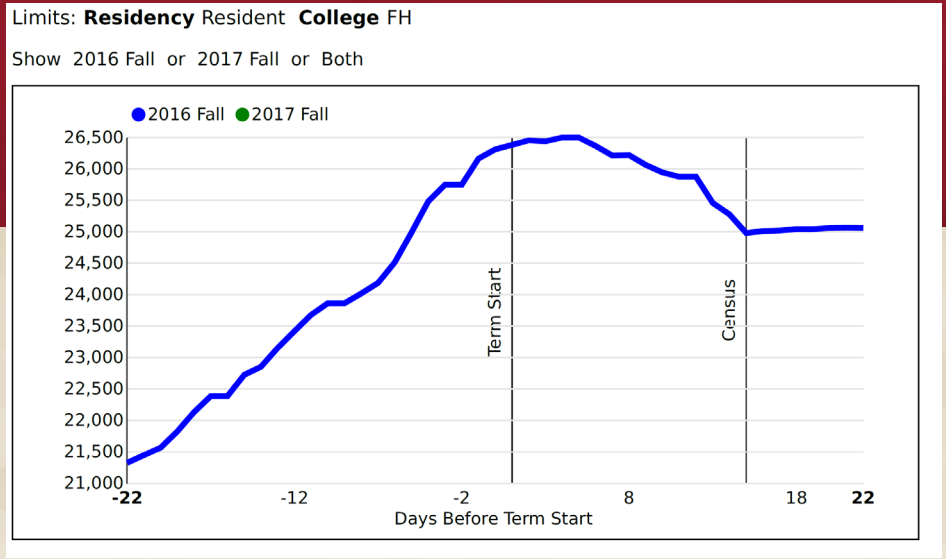
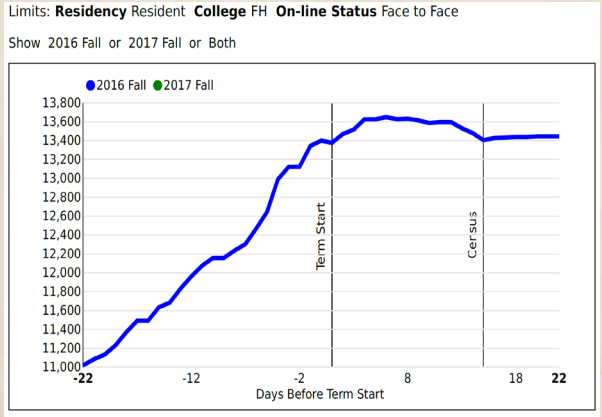
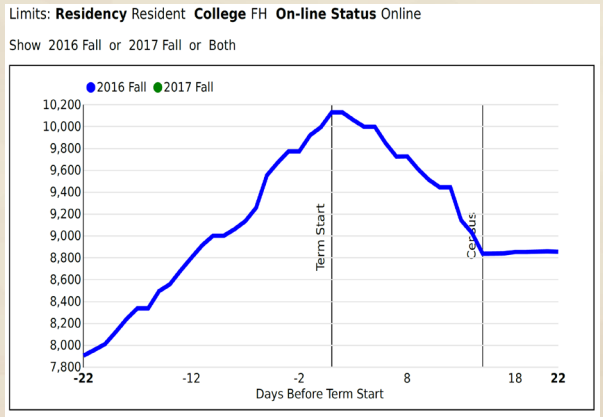
Day 1 to Census: Pre-Pandemic

- Drop in FTES between Day 1 to Census
- Drop by Modality:
  - Face-to-Face held (relatively) steady
  - Online saw more drop
- How do current trends compare?

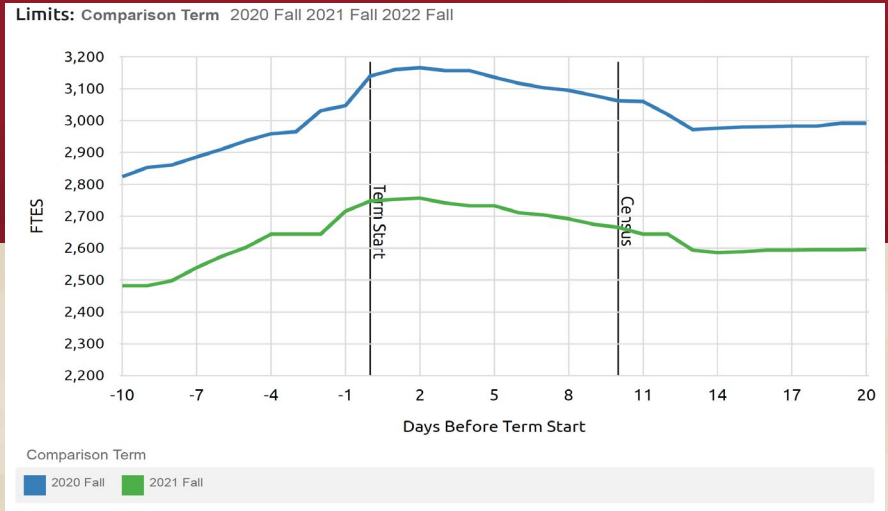


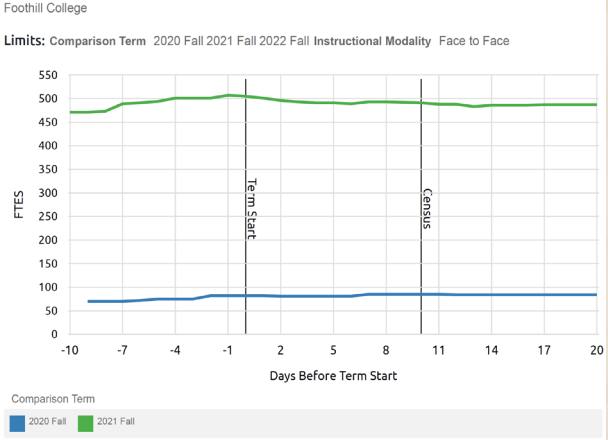


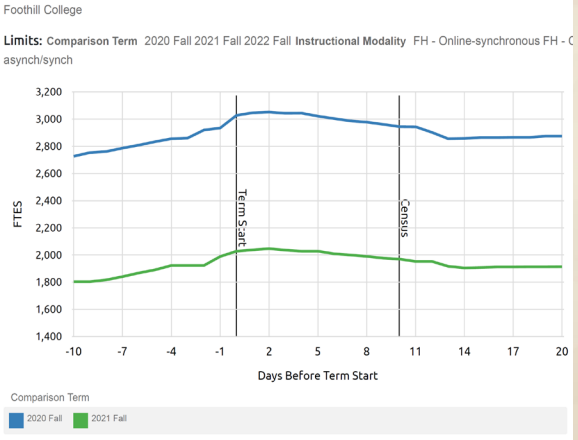


Day 1 to Census: Pandemic

- Day 1 to census continues to see a drop in FTES
- Drop by Modality:
  - Face-to-Face continues to hold (relatively) steady
    - Some pandemic F2F courses more likely to retain students (e.g. allied health)
  - Online continues to show drop in FTES
    - Many more online options
    - Life is more uncertain







Course Success and Modality Choice

- Students do better when they have a **choice** between online and face-to-face sections
  - Matched sample analysis
  - Accounted for instructor variability

Source: FH IRP | Matched data from Fall 2016 to Spring 2019 |Matching was between F2F vs. Online using Subject, Course, Instructor, Student Ethnicity, and Student HS GPA. Summer sessions, second spring, non-credit, Apprenticeship, LINC, dual enrollment, corequisite, and learning community sections not included. Data set included 296 F2F students and 606 online students across 7 subject areas and 15 courses.

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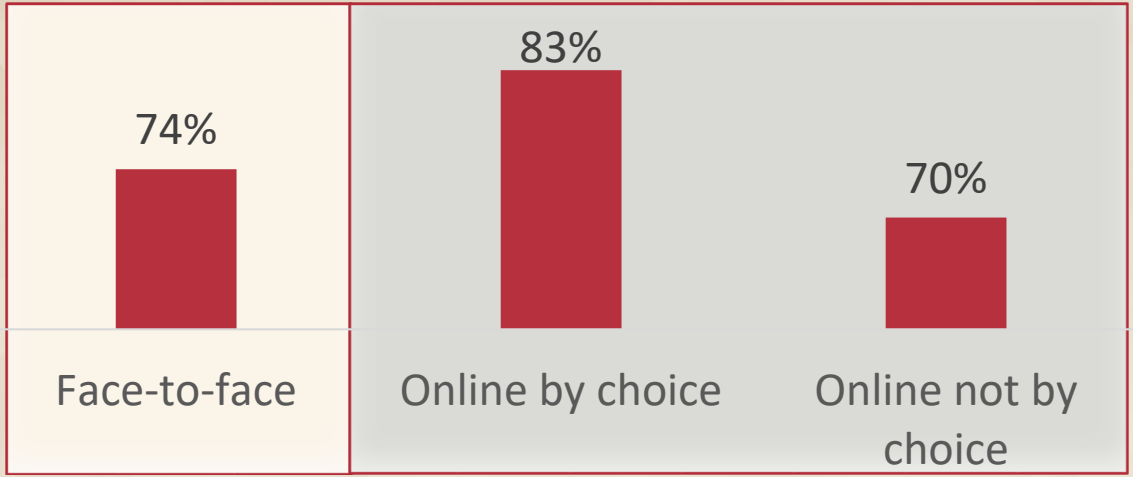
Choice facilitates Success



Higher success rates for those who enrolled in the modality of “choice”

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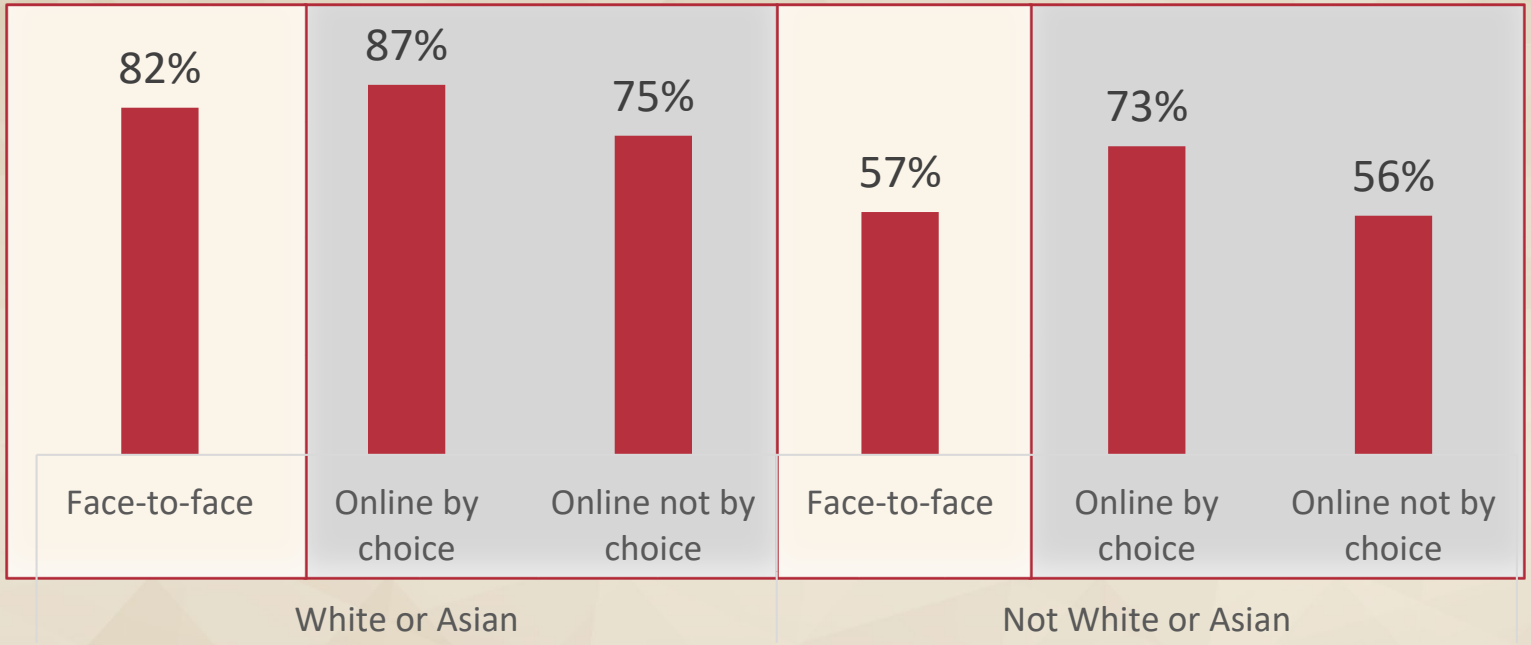
Pattern holds by Ethnicity



Higher success rates for those who enrolled in the modality of “choice”

THILL

Online Student Engagement

- High Engagement

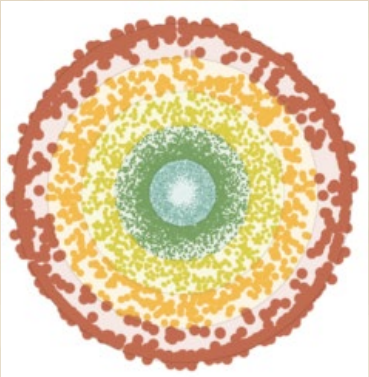
9,897
(0.4 or less)

- Medium Engagement

1,733
(0.4 or less)

- Low Engagement

957
(0.4 or less)



Fall 2021

- How alike are the students engaged?
- More than just being logged in
- Closer to center means engaged is more like peers

Q: What is the relationship between engagement and achievement?

Q: Are outcomes consistent throughout the term?

Q: Are outcomes consistent across student groups?

Source: FH IRP | Canvas data

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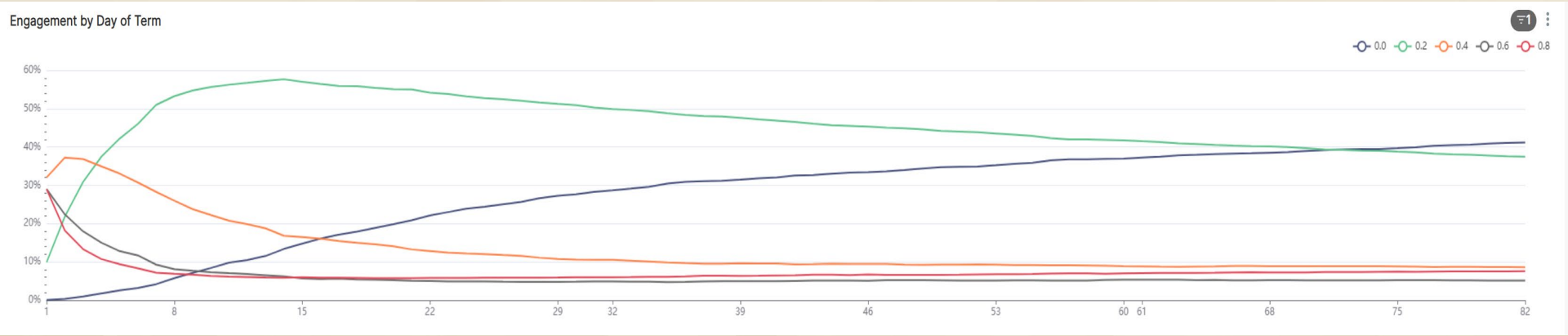
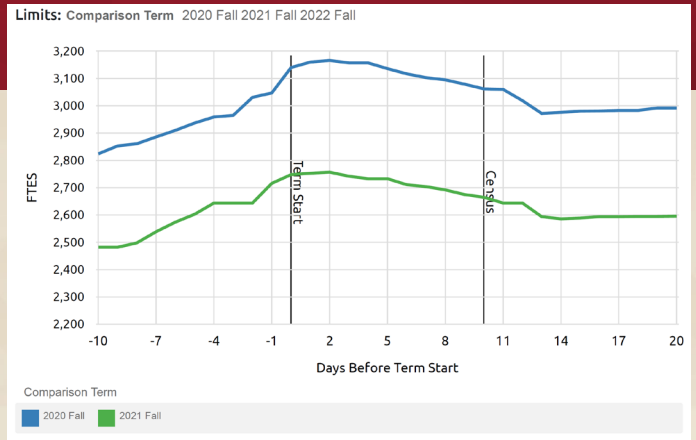
Online Student Engagement

- **Blue** line (mostly engaged) increases over time
- **Orange** line demonstrate “middle of road” engagement
- **Black** and **Red** lines stay consistent post census
- Pre and post census patterns



Additional Engagement Trends



- Shoppers/Droppers

Thousands shop for courses/enroll then drop all courses before census

Most are single course takers

- Term-to-Term Retention

Most from outside the Bay Area

Most are single course takers

Winter-to-Winter first time students

- Single Course Takers

About 40% are single course takers

Many are continuing students (~40%)

Slight increase during pandemic

Source: FH IRP | Single course takers do not include summer

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Thank you!

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