

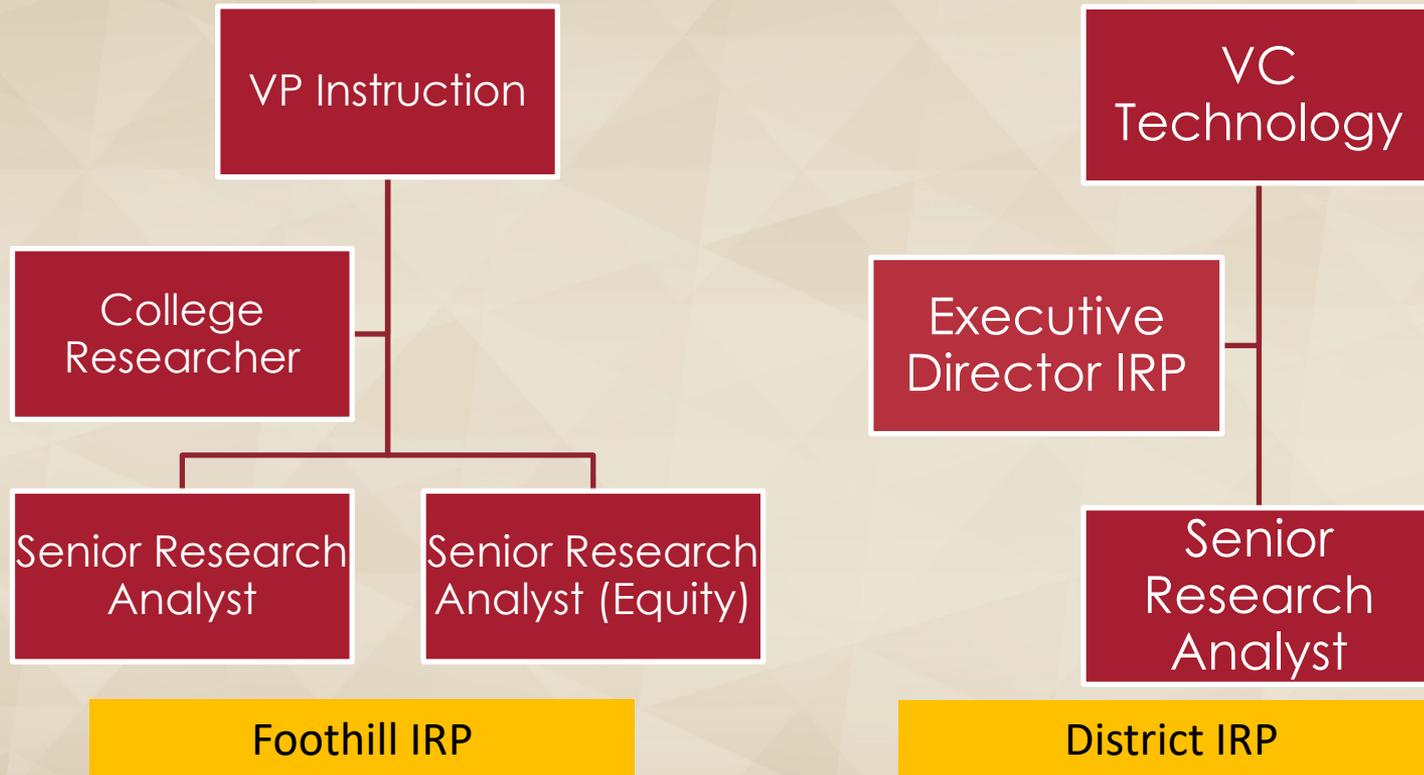
# **Onboarding Retreat: Understanding the Foothill Student**

**September 13, 2022**

# 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?

# We are Institutional Research & Planning



# IRP's Goal

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

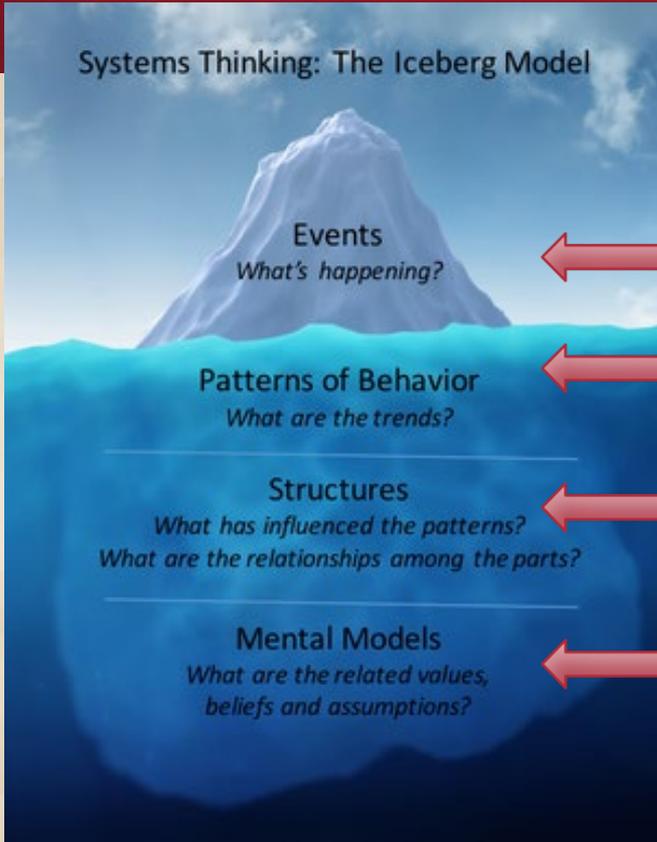
Data Inquiry  
Data Educators + Data Advocates

# 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

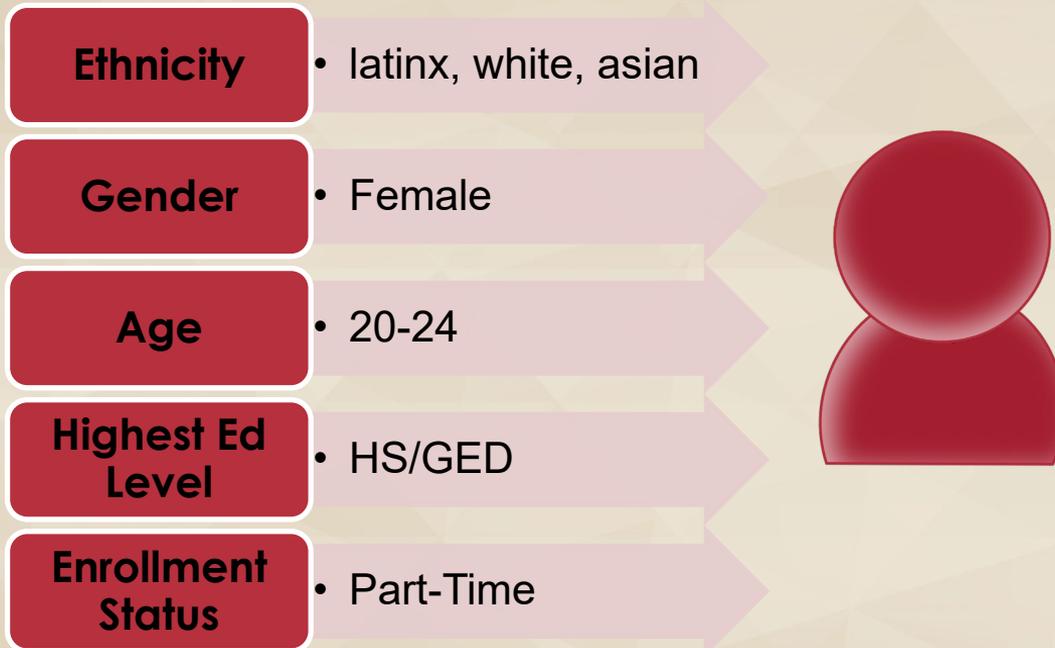
Current supports/services designed for students who know what they need and how to access them

# 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

# Who are the Foothill Students?

# Student Demographics



## Educational Goal



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

# 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%

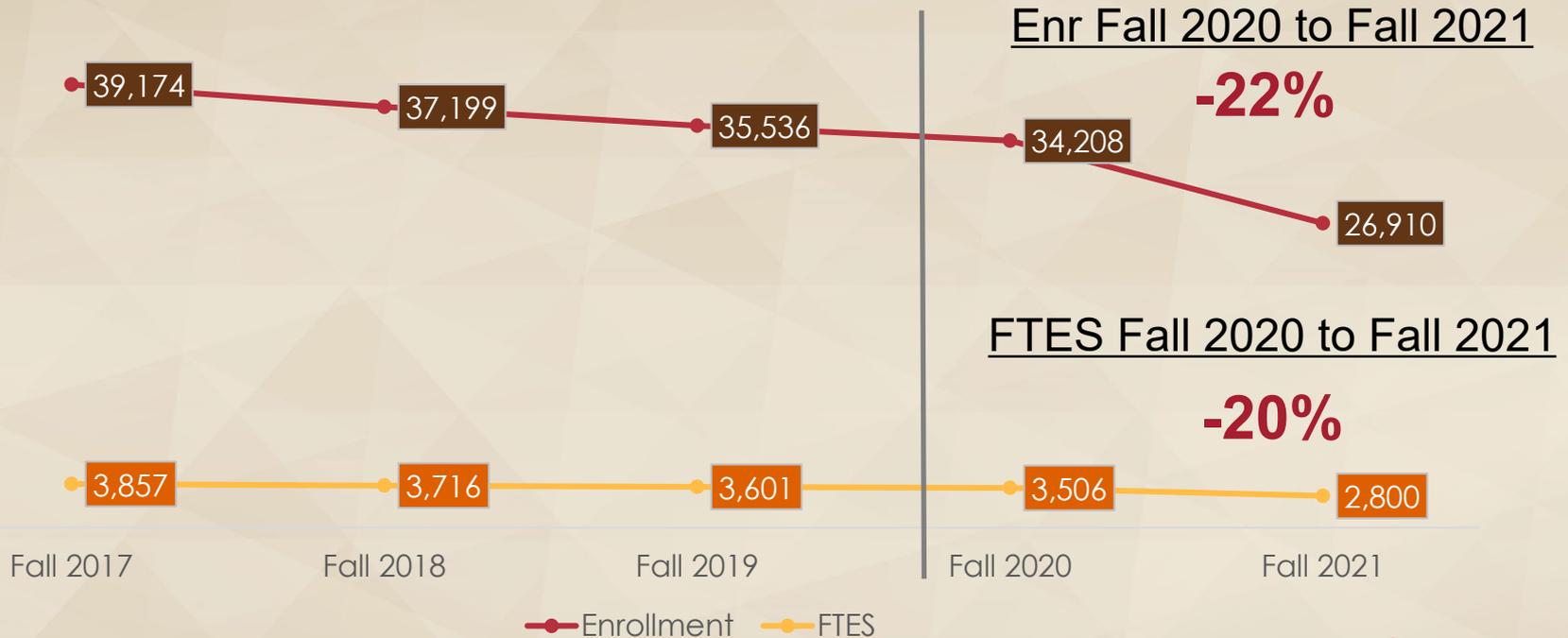
Fall 2021 HC: Continuing=49%; First-time new=16%; First-time transfer=13%; Returning=15%; HS Concurrent=8%

# 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

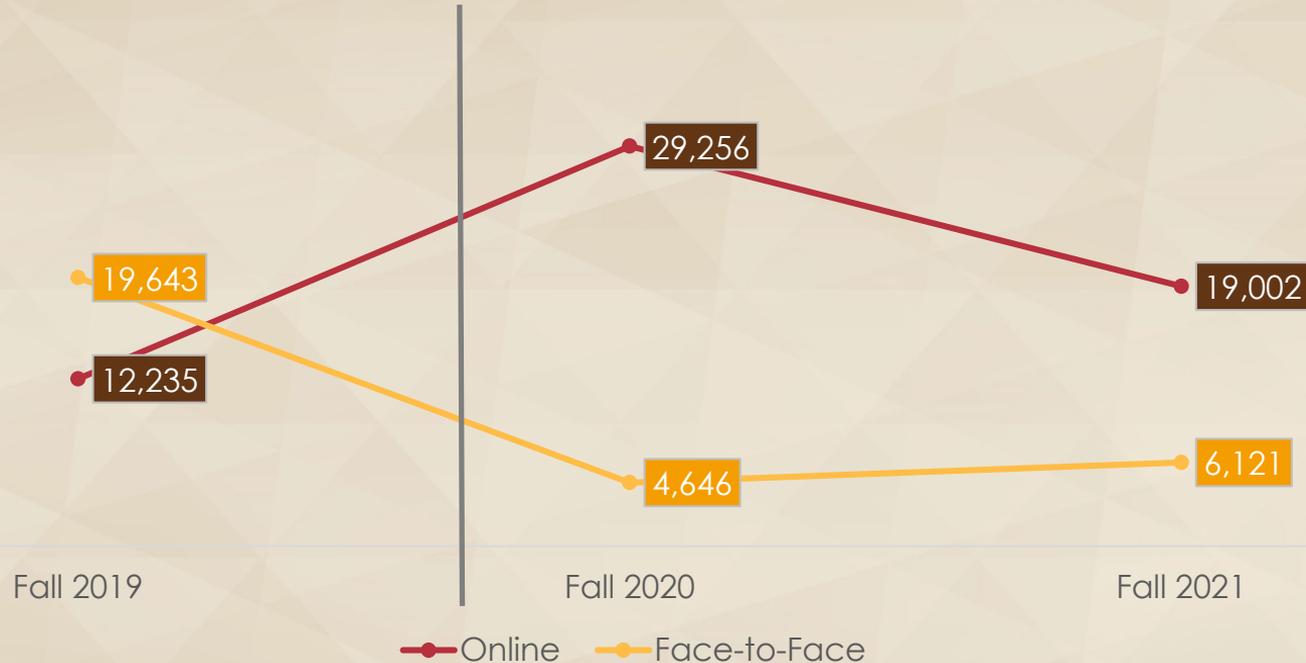
# Enrollment + FTES: 5-Year Trend



# Online Enrollment: 5-Year Trend



# Instructional Modality Trend



# Student Demographics

**Fall 2019**

**28%**

**28%**

**39%**

**68%**

**27%**

**7%**

**12%**



**Asian**

**Latinx**

**Ages 20-24**

**HS/GED**

**First Gen**

**DSPS**

**Non-Resident**

**Fall 2021**

**24%**

**33%**

**28%**

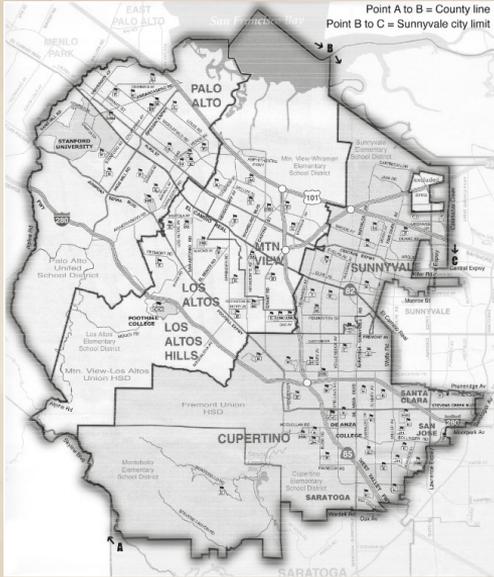
**64%**

**28%**

**6%**

**8%**

# The Students We Serve



## Service Area

**31%**      **29%**

Fall 2019      Fall 2021

## Santa Clara County

**58%**      **56%**

Fall 2019      Fall 2021



**Fall 2021: San Jose 28%**

Source: FH IRP | Precision Campus

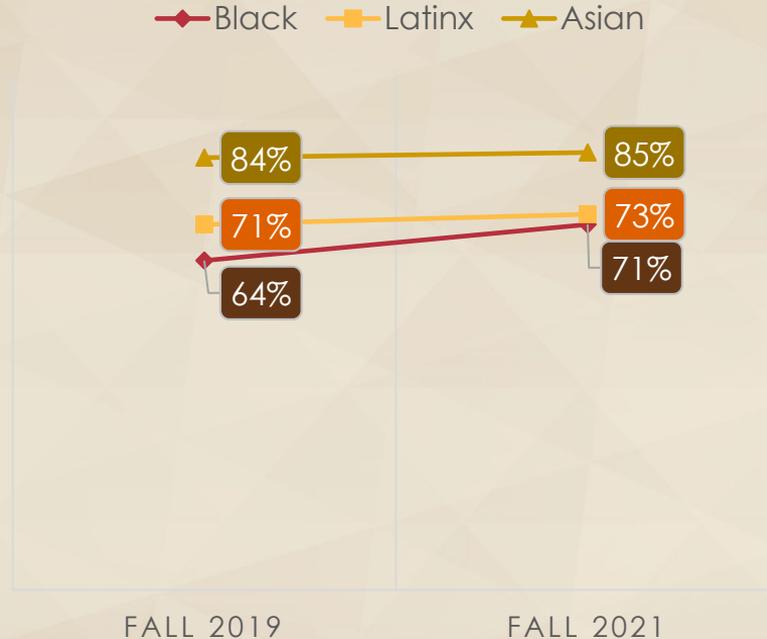
# Course Success

## College Course Success

**79%**    **79%**

Fall 2019

Fall 2021



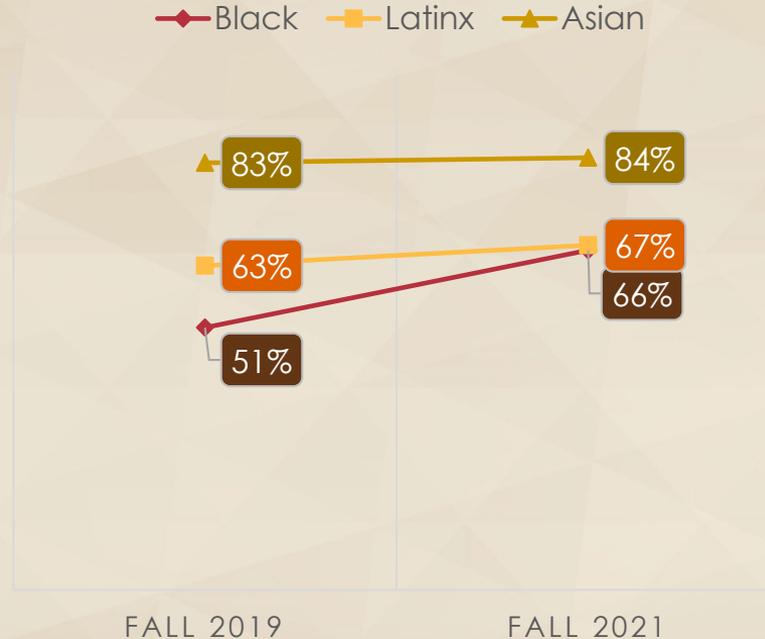
# Online Course Success

## Online Course Success

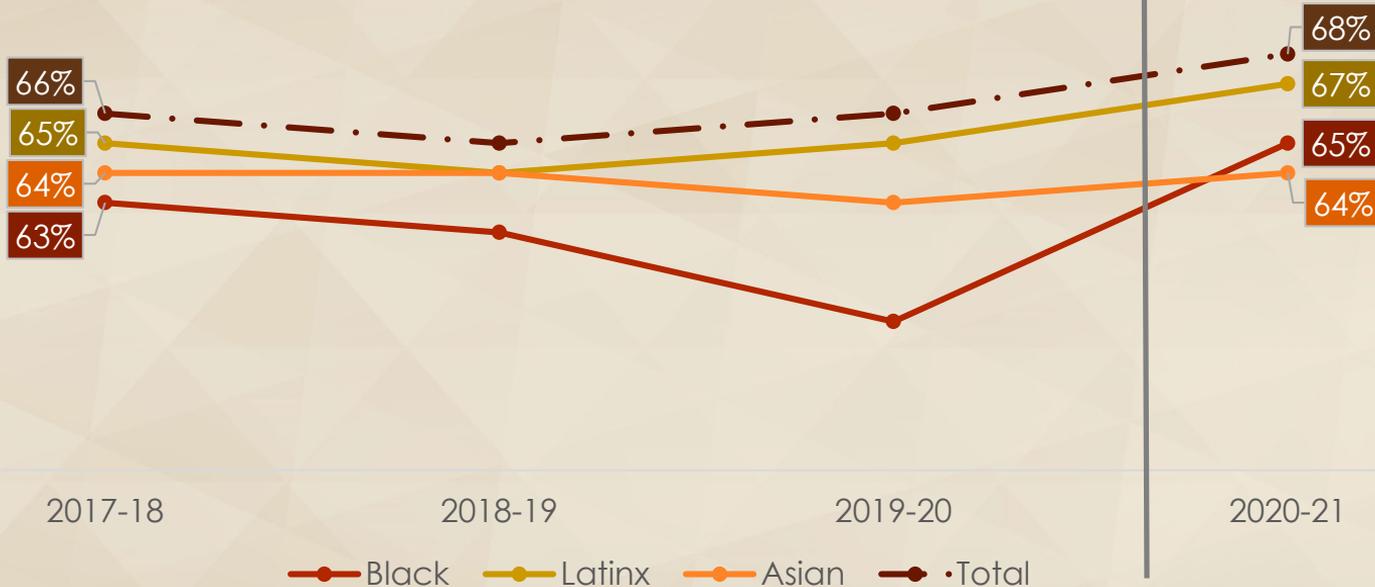
**73%**      **75%**

Fall 2019

Fall 2021

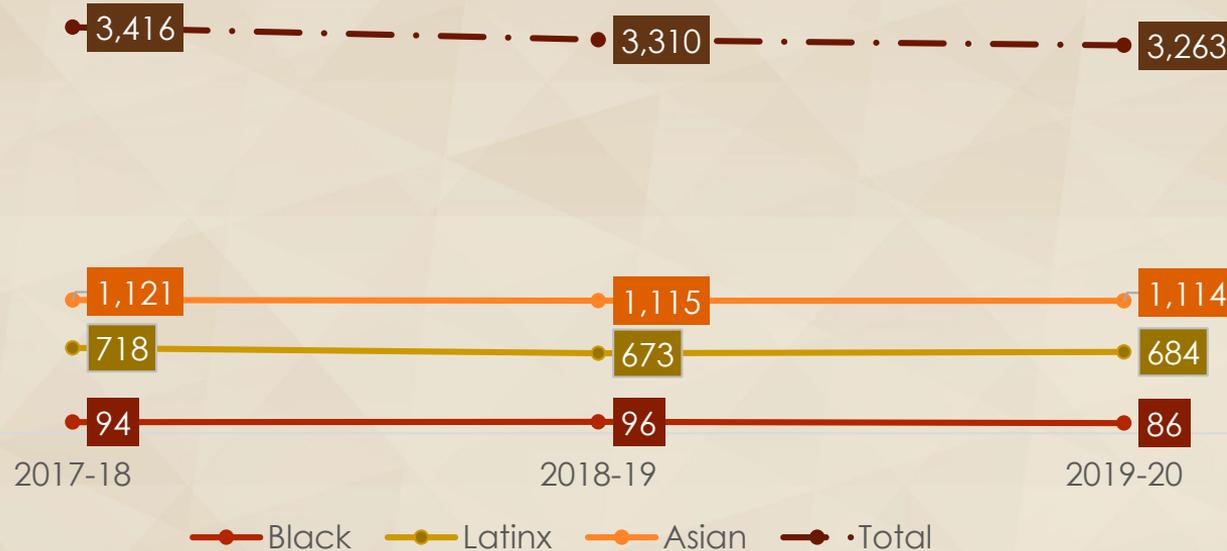


# Persistence: Fall-to-Winter



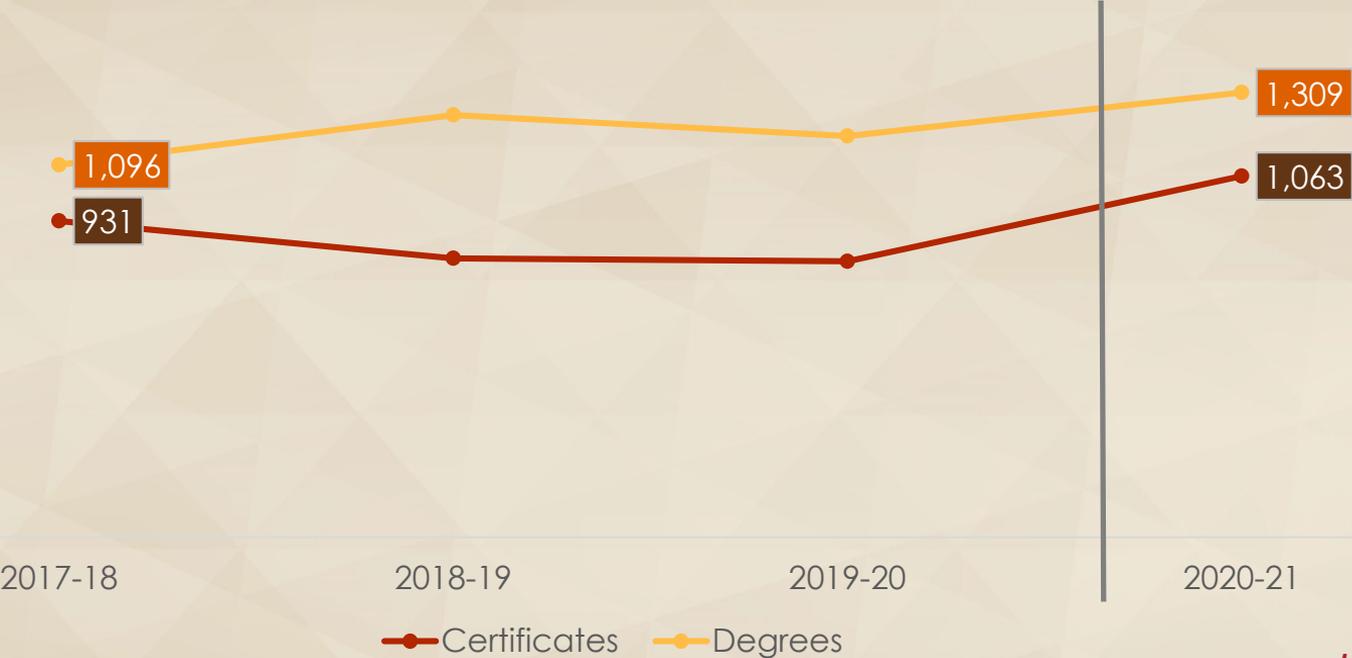
Source: FH IRP | CO Student Success Metrics | Includes those who enrolled as first-time non-special admit credit students in at least one primary term of the selected year with minimal credit enrollment who are tracked for three, four, and six years from first term of enrollment.

# Completion



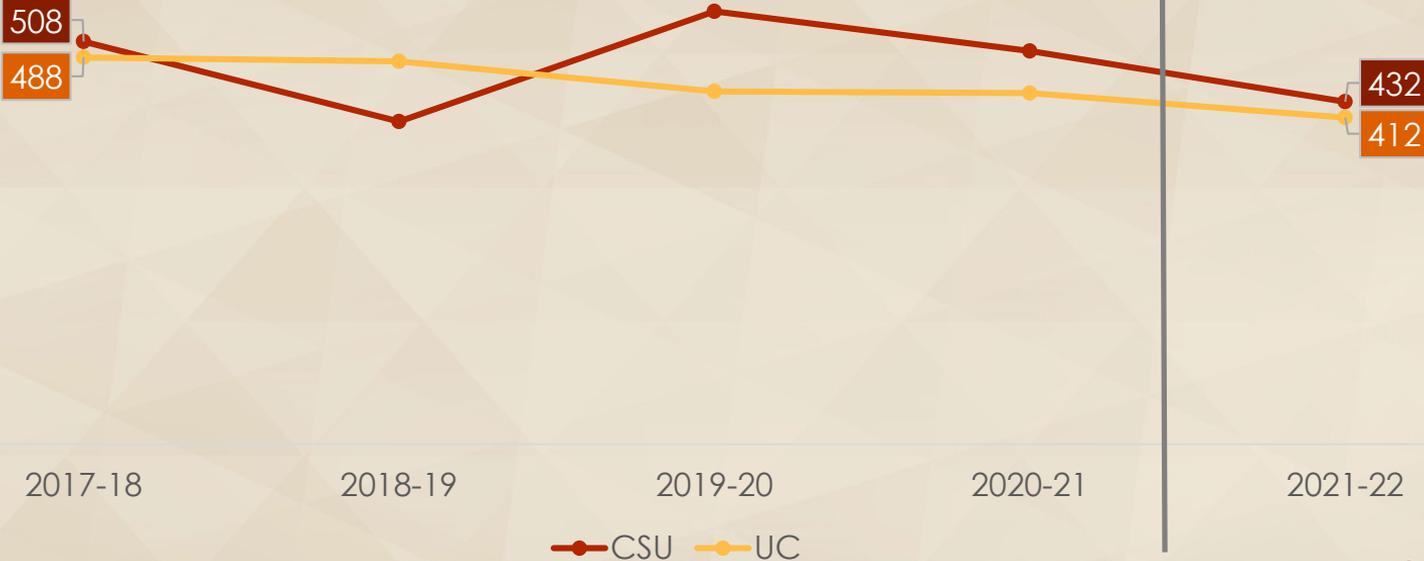
Source: FH IRP | CO Student Success Metrics | Includes those who earned one or more of the following: CO approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district OR those who earned 12 or more units at any time and at any college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

# 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)

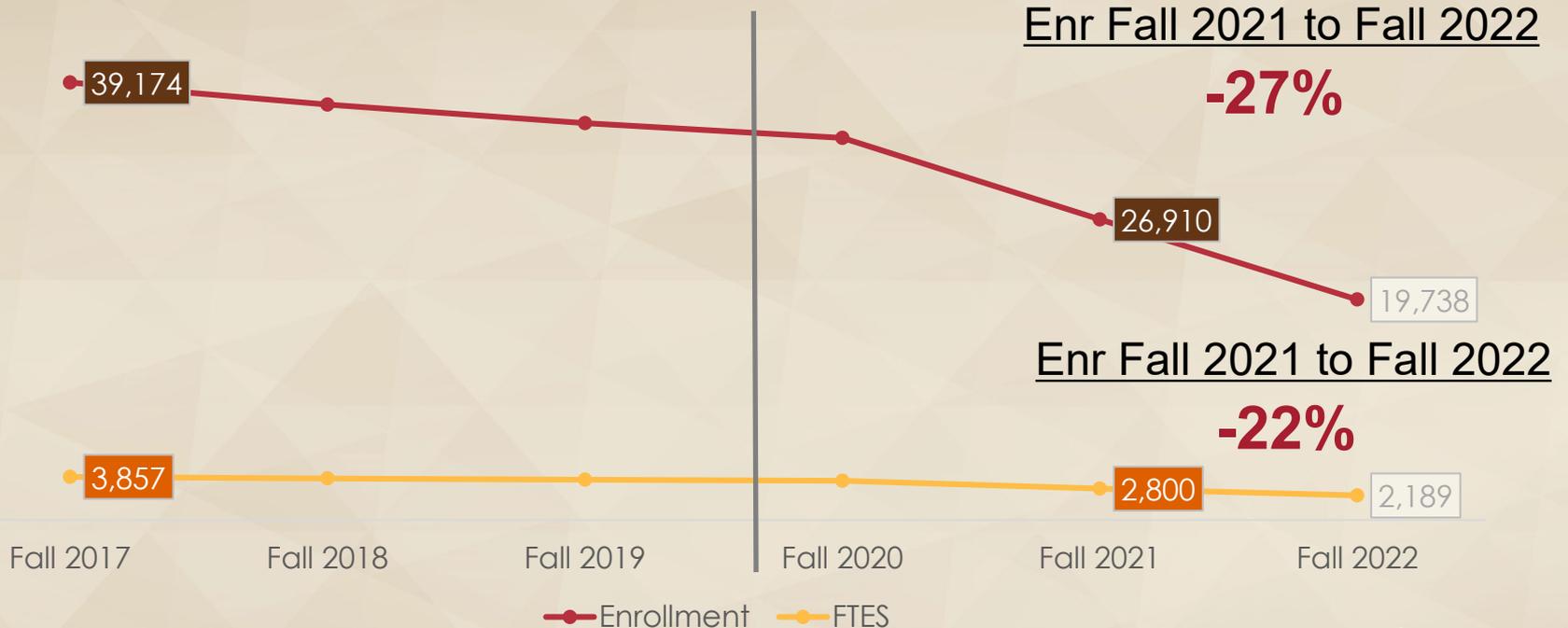
# Transfers



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

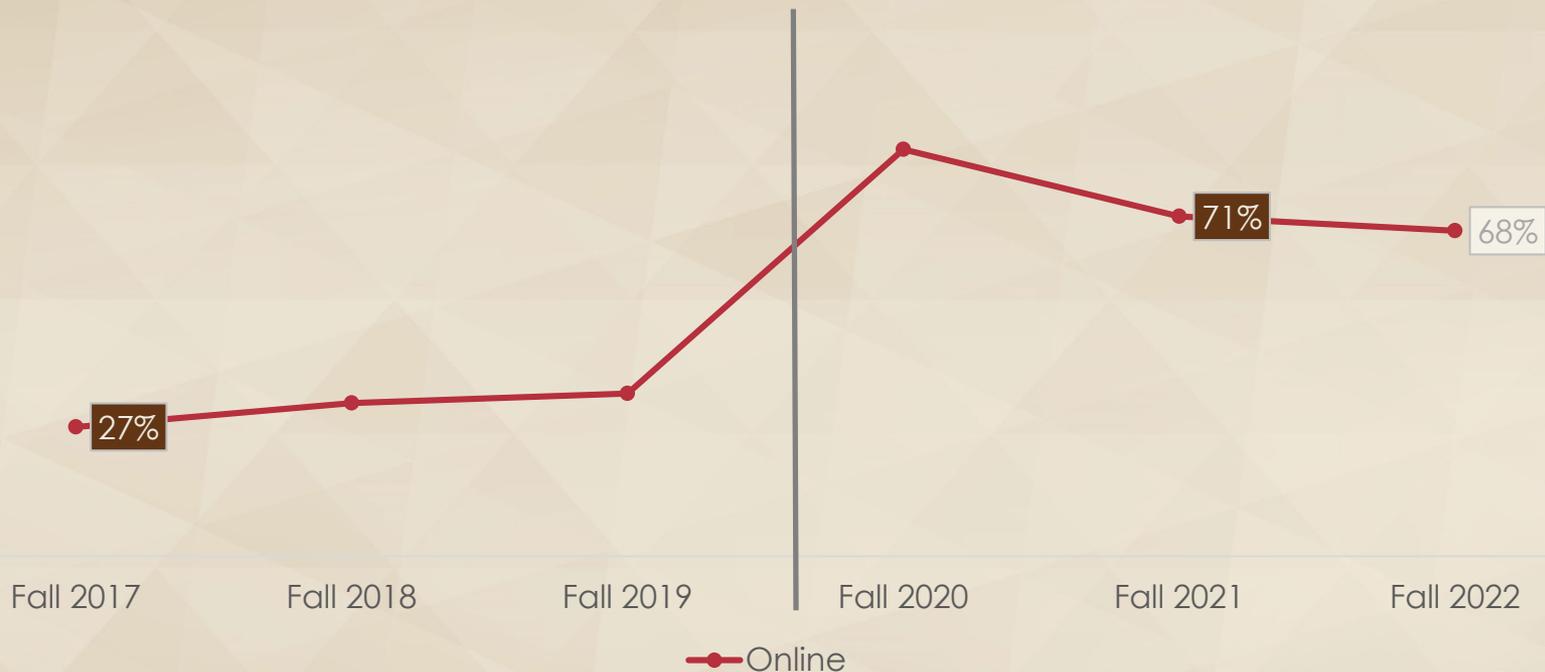
# Who are OUR Foothill Students?

# 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%

# 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%

# Fall 2022

**Enrollment**

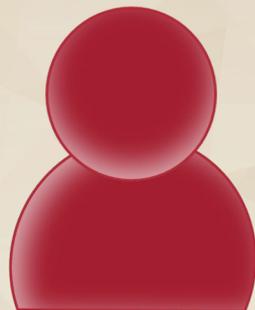
**19,738**

**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

# First Generation

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



Latinx

**58%**      **61%**

Fall 2021

Fall 2022

Among each ethnicity

**52%**      **26%**      **20%**

Latinx

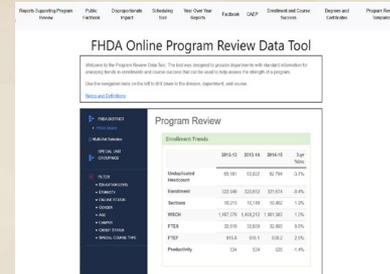
Black

Asian

# Who are YOUR Foothill Students?

# 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

A dark blue rectangular panel with rounded corners. At the top left is a white "LaunchBoard Menu" button. Below it is the California Community Colleges logo (a stylized sun/wave) and the text "California Community Colleges". To the right of the logo is the text "Student Success Metrics". At the bottom, there is a white box containing the text "Interested in:" followed by three bullet points:

- Changes and updates for the August 2022 release?
- Changes in metric definitions for the April 2022 release?
- How the metrics are calculated?

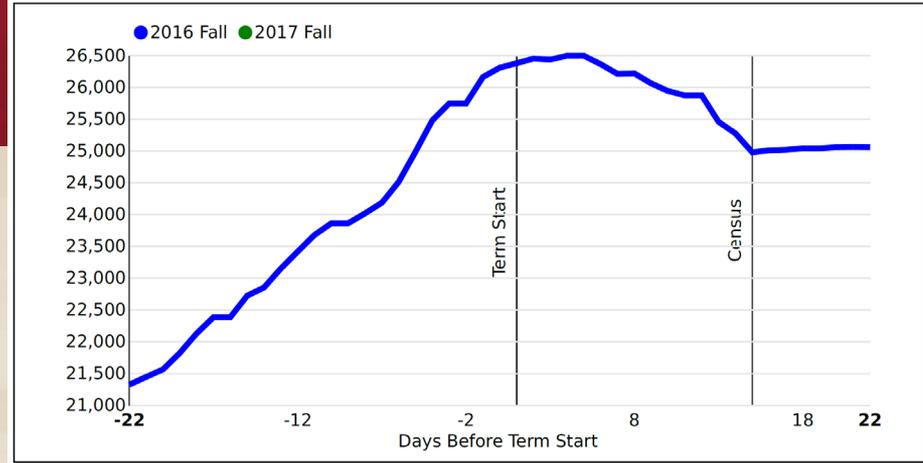
**What Does Our Data  
Say About  
Choice + Flexibility →  
Engagement + Success**

# 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?

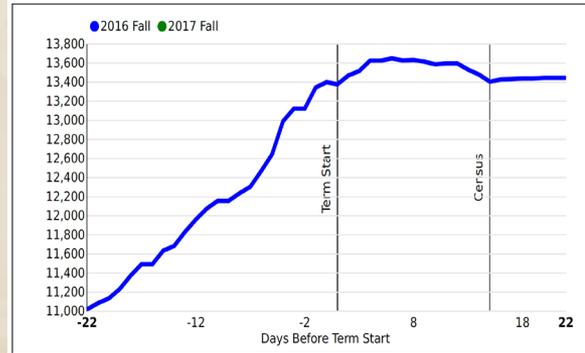
Limits: **Residency Resident** **College FH**

Show 2016 Fall or 2017 Fall or Both



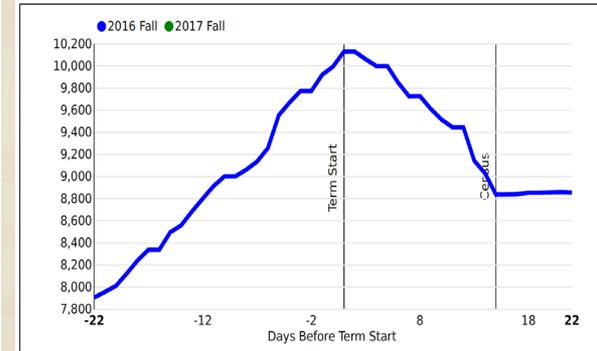
Limits: **Residency Resident** **College FH** **On-line Status Face to Face**

Show 2016 Fall or 2017 Fall or Both



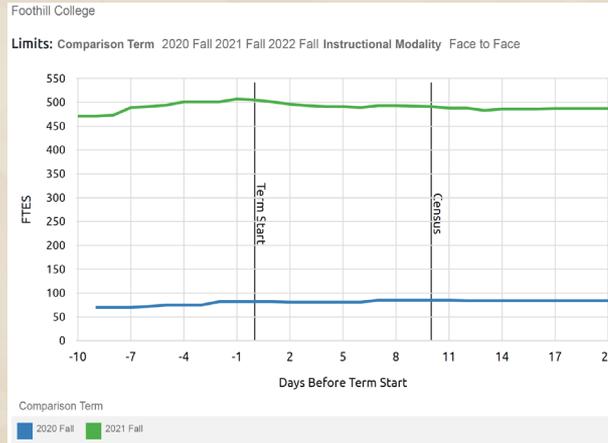
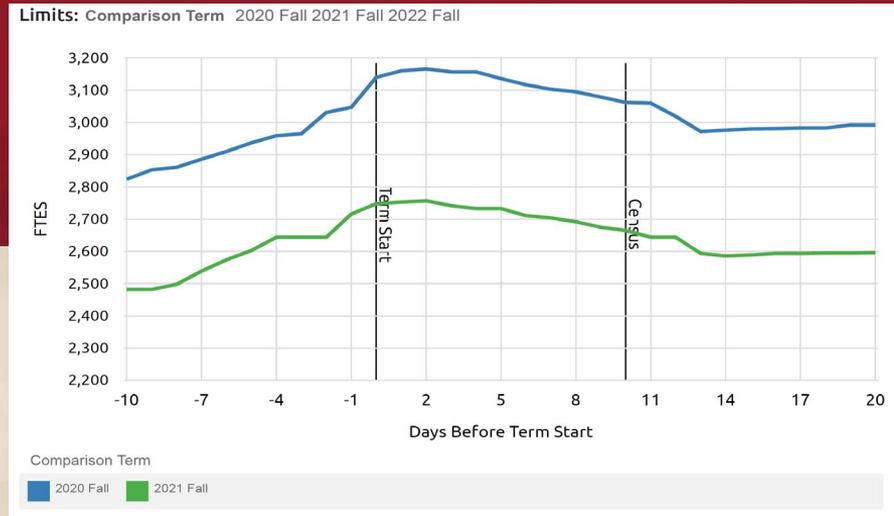
Limits: **Residency Resident** **College FH** **On-line Status Online**

Show 2016 Fall or 2017 Fall or Both



# Day 1 to Census: Pandemic

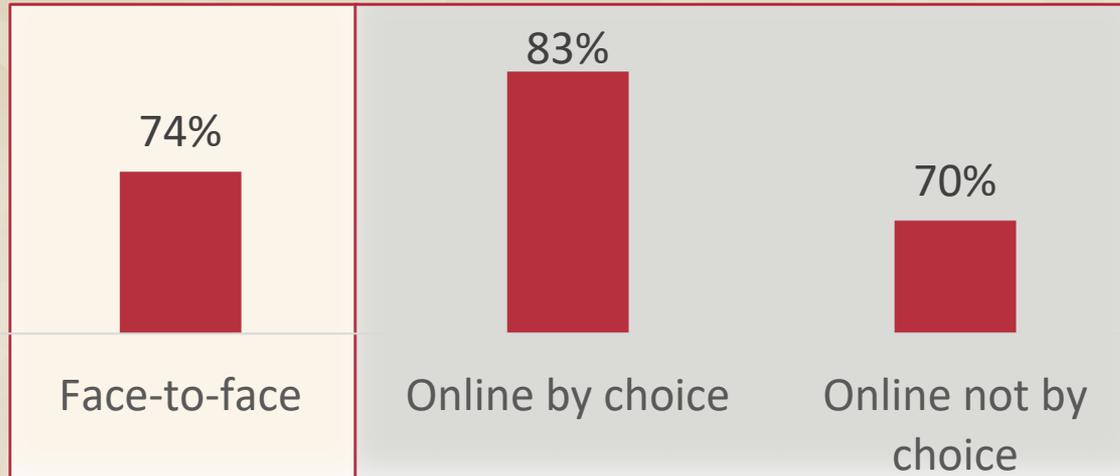
- Day 1 to census continues to see a drop in FTES
- Drop by Modality:
  - Face-to-Face continues to hold (relatively) steady
    - Some pandemic F2F courses more likely to retain students (e.g. allied health)
  - Online continues to show drop in FTES
    - Many more online options
    - Life is more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



# Course Success and Modality Choice

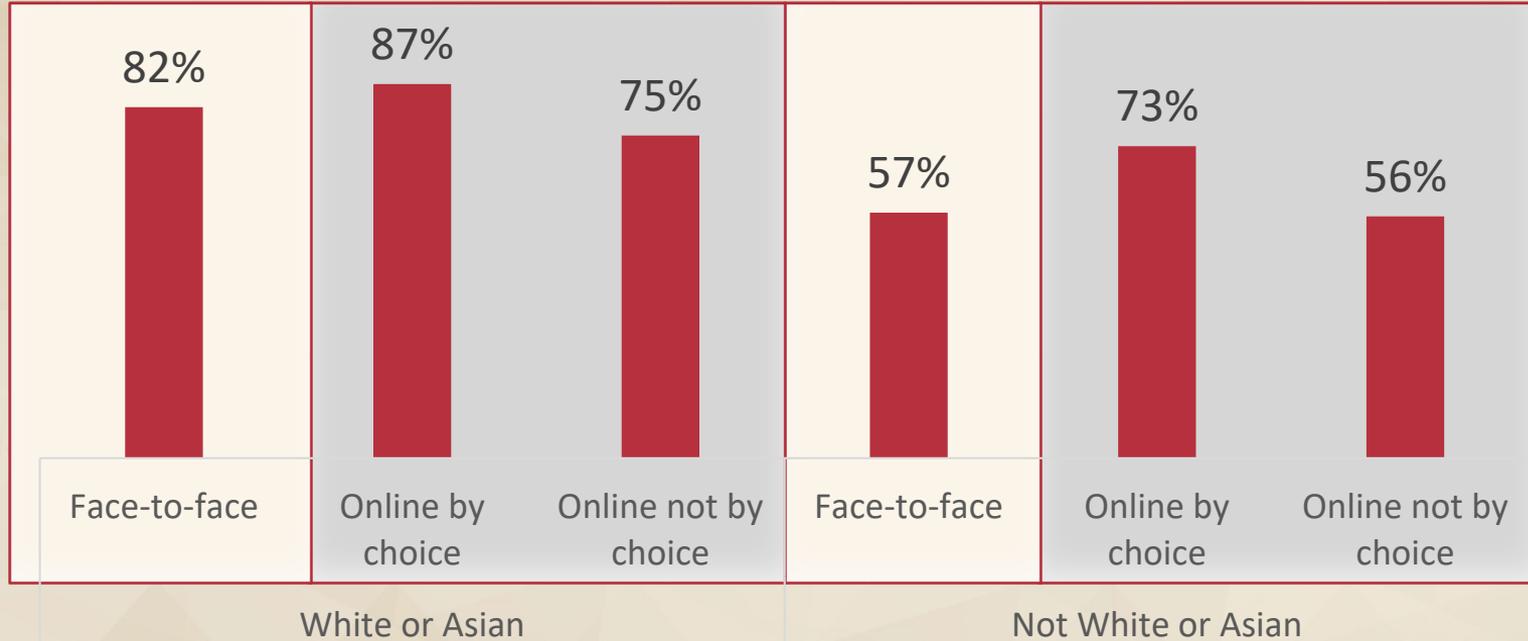
- Students do better when they have a **choice** between online and face-to-face sections
  - Matched sample analysis
  - Accounted for instructor variability

# Choice facilitates Success



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

# Pattern holds by Ethnicity



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

# Online Student Engagement

- High Engagement

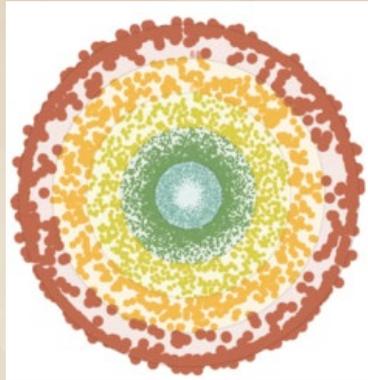
9,897  
(0.4 or less)

- 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?

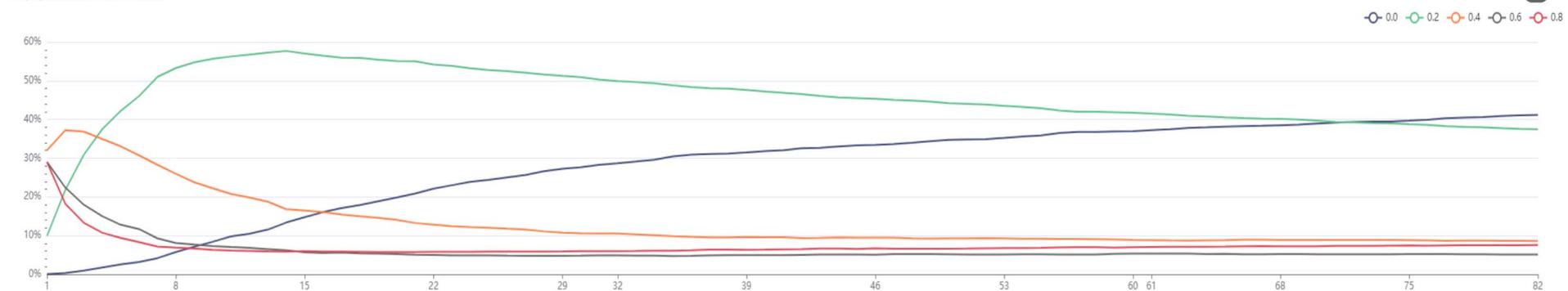
**Q:** Are outcomes consistent throughout the term?

**Q:** Are outcomes consistent across student groups?

# 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

Engagement by Day of Term



# 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

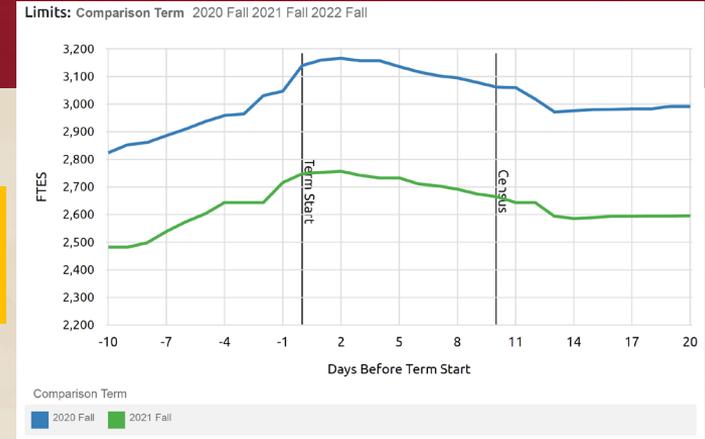
Winter-to-Winter first time students

- Single Course Takers

About 40% are single course takers

Many are continuing students (~40%)

Slight increase during pandemic



# Thank you!

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