



# Understanding Foothill Students From a Data Perspective

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*December 3, 2025*

Learning Outcomes  
Role of IRP  
Accessing Student  
Data  
Answering Student  
Data Questions

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# Meet Foothill IRP

Data access via dashboards facilitate on demand exploration and investigation about our students—ideally paired with discussion with others.

- AKA Institutional Research & Planning (IRP) office
  - Elaine Kuo
  - Doreen Finkelstein
  - Liz Leiserson
  - Matt Weisinger



- IRP's goal
  - Support the college's efforts to serve students better by:
    - Documenting academic quality of programs
    - Highlighting equity gaps
    - Evaluating continuous improvement efforts
    - Ensuring planning aligned with outcomes

# Showing Our Work

Data informs whether what the college is doing is making a difference for students—where success is not predictable by race.

- Foothill Mission Statement: What we say we do
  - Embracing inclusivity and building strong communities  
Foothill College serves diverse learners and equips its students with critical thinking skills to address complex societal challenges, to thrive in the global workforce, and to engage in a life of inquiry.
- Foothill Vision Statement: What we aspire to do
  - Foothill College is the institutional of choice in Silicon Valley for catalyzing personal, economic, and social change.
- Blueprint 2030: Transformational Goal 1
  - By 2030, equitably retain 89% of first-time students fall-to-fall with no student demographic disparities.

# Where are the data?

Dashboards accessible through MyPortal

Precision Campus Dashboards

The screenshot shows the MyPortal login interface for Foothill-De Anza Community College District. At the top, logos for Foothill College and De Anza College are displayed. The main section is titled "Secure Login" and contains fields for "Campuswide ID:" and "Password:", along with "Submit" and "Reset" buttons. To the right of the login fields, there is a message: "MyPortal is your secure gateway to a variety of online services provided to Foothill-De Anza Community College District students and employees. Get connected and explore!" followed by links for "What is my campuswide ID?" and "I don't know my password." Below this, a "NEW" banner states "MyPortal has a new look! Click [here](#) to see what is new before you log in." and a "PRIVACY ALERT" banner states "Make sure you read this [privacy alert notice](#) before logging in to MyPortal."

Annotations on the left side of the page indicate the navigation path:

- A purple arrow points from the "Secure Login" section to a "Student Success Analytics" dashboard icon (a bar chart with a line graph).
- Another purple arrow points from the "Student Success Analytics" icon to the "Precision Campus" link in the "FHDA Resources" section.





The "FHDA Resources" section lists the following links:

- [Precision Campus](#) (circled in red)
- [District Inquiry Tool](#)
- [FHDA Factbook](#)

The "External Resources" section lists the following links:


- [CCCCO Data Mart](#)
- [CCCCO DataVista](#)
- [College Scorecard \(US Dept of Education\)](#)
- [Integrated Postsecondary Education Data System \(IPEDS\)](#)



# Main Landing Page

[Program Review](#)[Precision Benchmarks](#)[Student Equity](#)[Enrollment Trends](#)[Scheduling](#)[CAEP](#)[FHDA IRP](#)[Saved Reports](#)Hi, Elaine Kuo!

Welcome to the Foothill - De Anza Data Dashboard

Here you will be able to view data reports as well as customize your own!








PROGRAM REVIEW


ENROLLMENT


EQUITY

 Program Review Data Sheet

 Degrees and Certificates

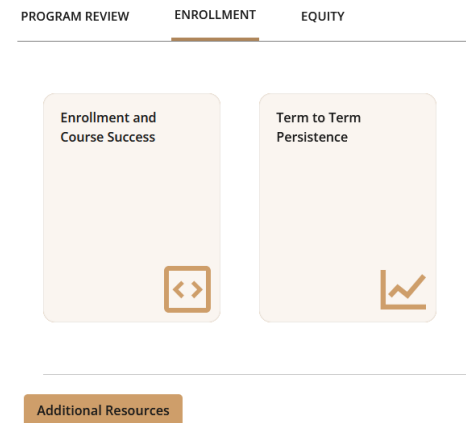
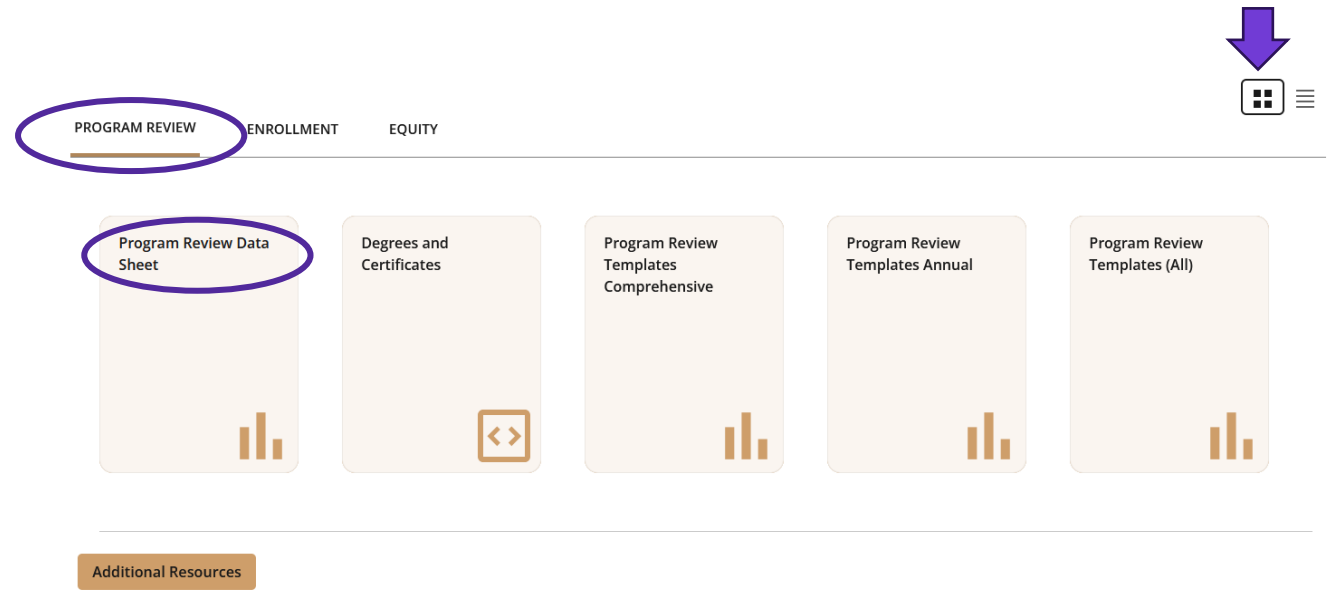
 Program Review Templates Comprehensive

 Program Review Templates Annual

 Program Review Templates (All)

Additional Resources

# Program Review Menu



# Program Review Dashboard

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Who uses these dashboards:

- Programs completing the annual or comprehensive program review.

What is this report:

- Programs can use this report to identify what is working well and areas for improvement as part of the planning and budgeting process. This report contains standardized data on headcount, enrollment, section count, FTES, FTEF, productivity and course success by student demographic groups.



# Program Review Data Sheet

## 1. Start with the left nav

**2. Credit courses are the default.**

### 3. Use karots and filters as needed.

**1. Start with the left nav**

**Program Review Data Sheet**

Who uses this report:  
Programs completing annual or comprehensive program review.

What is this report:  
Programs can use this report to identify what is working well and areas for improvement as part of the planning and budgeting process. This report contains standardized data on headcount, enrollment, section count, FTES, FTEF, productivity and course success by student demographic groups.

Limits: Course Credit Status Credit From 2020-21 to 2024-25

### Enrollment Trends

All Units

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr %Inc
Unduplicated Headcount	53,986	47,300	47,299	50,414	49,747	-7.9%
Enrollment	250,464	215,071	212,268	225,666	233,191	-6.9%
Sections	8,672	8,380	8,313	8,580	8,653	-0.2%
WSCH	404,696	350,434	342,478	365,249	376,727	-6.9%
FTES	26,983	23,369	22,825	24,358	25,106	-7.0%
FTEF	763.4	715.0	689.5	721.1	738.5	-3.3%
Productivity (WSCH/FTEF)	530	490	497	506	510	-3.8%

### Faculty Workload

All Units

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr %Inc
Full Time Load	278.7	270.3	259.7	260.3	265.0	-5%
Full Time %	36.5%	37.8%	37.7%	36.1%	35.9%	-2%
Overload	107.8	100.4	97.3	109.3	106.8	-1%
Overload %	14.1%	14.0%	14.1%	15.2%	14.5%	2%
Part Time Load	376.9	344.3	332.5	351.6	366.6	-3%
Part Time %	49.4%	48.2%	48.2%	48.8%	49.6%	1%
Total FTEF	763.4	715.0	689.5	721.1	738.5	-3%

**3. Use karots and filters as needed.**

# Program Review Resources



## PRECISION CAMPUS ONLINE DATA TOOL GLOSSARY

[Precision Campus Data Tools – Glossary of Terms](#)

### ENROLLMENT

#### Headcount versus Enrollment

- Headcount is distinct count of student. A student is counted only once in the respective time frame.
- Enrollment is duplicated; a student is counted for each class they are enrolled in within the timeframe.
- Example: A student enrolled in 4 classes in a quarter. The headcount is 1 and the enrollment is 4.

#### WSCH (weekly student contact hours)

- Unit of measurement that determines the total contact hours of a class.
- Calculation: (number of contact hours per week x number of students enrolled)
- Example: A class meets 2 times per week and each meeting is 3 hours. There are 20 students enrolled. The WSCH for the class is 120 hours (2 x 3 x 20).

PROGRAM REVIEW

ENROLLMENT

EQUITY

Program Review Data Sheet



Degrees and Certificates



Program Review Templates Comprehensive



Program Review Templates Annual



Program Review Templates (All)



Additional Resources

Definitions, How-to guides

### Resources

	Title	Description	Upload Date
<a href="#">Download</a>	Productivity Measures by Section	How-to guide for deans and schedulers to access course- or section-level information such as minimum/maximum seat cap, fill rates and productivity.	09/09/2025
<a href="#">Download</a>	Class Meeting Times	How-to guide for deans or schedulers to access courses by day of the week and starting and end times in a calendar format.	09/30/2022
<a href="#">Download</a>	Optimized Section Fill Rates	How-to guide for deans or schedulers to access multi-section courses to determine fill rates, available seats and whether sections need to be added.	09/30/2022
<a href="#">Download</a>	Enrollment History by Course	How-to guide for deans or schedulers to access course enrollment history including fill rates, drop rates and equity gaps.	09/30/2022
<a href="#">Download</a>	Enrollment History by Section with Instructor Info	How-to guide for deans or administrators to access course or section level enrollment history including fill rates, drop rates and equity gaps. Data includes instructor information.	09/30/2022
<a href="#">Download</a>	Glossary (revised 09.07.23)	Terms and definitions. Include calculations for course success and enrollment figures.	09/08/2023
<a href="#">Download</a>	Program Review Data Sheet (revised)	How-to guide to access program review data sheet.	10/15/2024
<a href="#">Download</a>	Course Success with Disproportionate Impact (revised)	How-to guide to access and interpret the Course Success with Disproportionate Impact data.	01/28/2025
<a href="#">Download</a>	Enrollment and Course Success	How-to guide to explore program review data further such as comparing two or more course/student characteristics.	02/04/2025
<a href="#">Download</a>	Custom Student Cohort	How-to guide to create and manage a custom student cohort.	02/04/2025
<a href="#">Download</a>	Degree and Certificate	How-to guide to access degree and certificate data sheet.	02/04/2025
<a href="#">Download</a>	Term-to-Term Persistence Report	How-to guide to explore student enrollment from one term to the subsequent term. Persistence data includes summer term.	09/03/2025
<a href="#">Download</a>	Faculty Section-Level Course Success with Equity Gaps	How-to guide for faculty to access and interpret their quarterly, section-level course success data. Reflection questions included.	09/09/2025

# Show me the data

- Find Foothill College's student headcount and enrollment for 2024-25 (credit only).

**Headcount: 24,109**

**Enrollment: 92,687**

- Compare the college's student enrollment for Fall 2023 and Fall 2024 (credit only).

**88,752 vs. 92,687**

Limits: **Course Credit Status Credit** From 2020-21 to 2024-25

## Enrollment Trends

FHDA District->Foothill College

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr %Inc
Unduplicated Headcount	27,724	23,179	23,303	24,538	24,109	-13.0%
Enrollment	98,419	82,517	82,760	88,752	92,687	-5.8%
Sections	3,824	3,735	3,709	3,845	3,835	0.3%

# What's the question?

- Has the college enrollment recovered from the pandemic? Are there more students taking classes over the past 5 years?
- What does the enrollment data trend show for Foothill between 2020-21 and 2024-25?

**6% decline**

- Does the data suggest enrollment is recovering?

**Yes! Enrollment data has increased each year between 2020-21 and 2024-25**

Limits: Course Credit Status Credit From 2020-21 to 2024-25

## Enrollment Trends

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Enrollment	98,419	82,517	82,760	88,752	92,687	-5.8%
Sections	3,824	3,735	3,709	3,845	3,835	0.3%

# What's the question?

- How many students took a STEM division class in 2024-25?
- How many STEM course takers enrolled in a MATH class in 2024-25?

**Headcount: 8,931**

**Headcount: 4,908**

- Does the data suggest that STEM course takers are more likely to take a MATH class?

**4,908 represents 55% of all STEM students (headcount)—but only 36% of STEM enrollment (7,440 out of 20,466)**

## Enrollment Trends

FHDA District->Foothill College->Science Tech Engin & Math

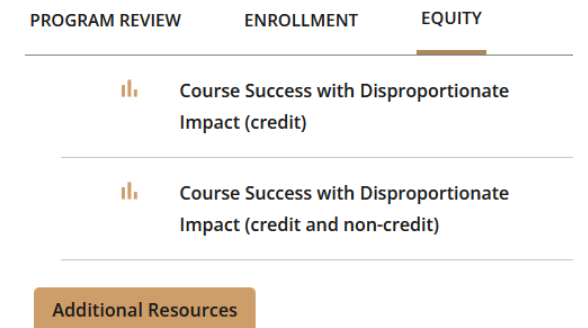
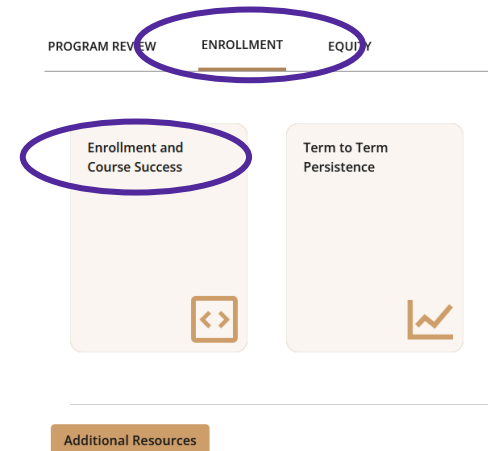
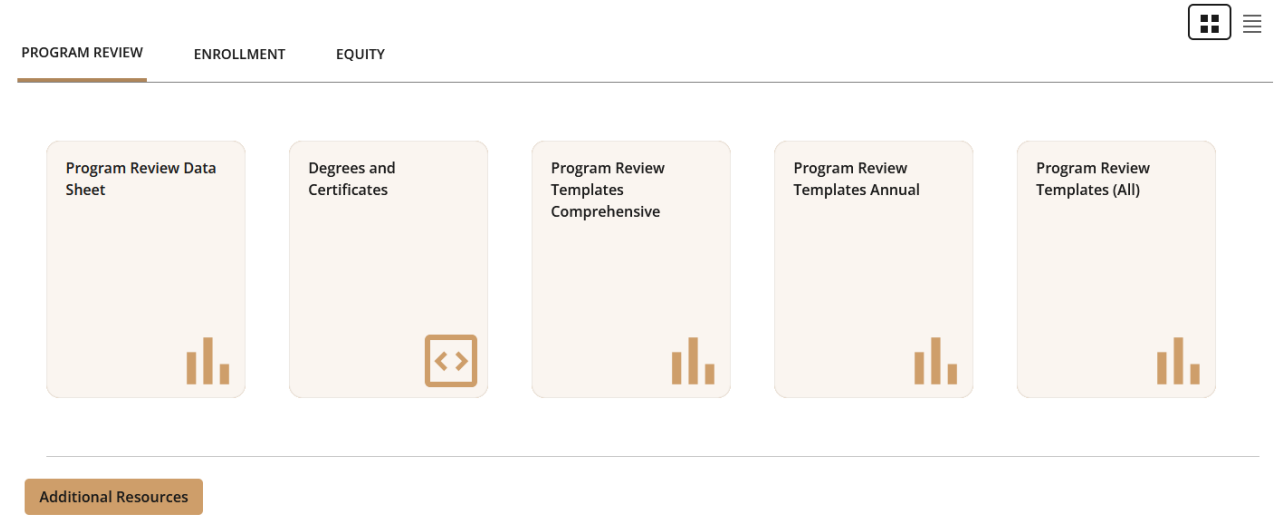
	2023-24	2024-25	2-yr %Inc
Unduplicated Headcount	8,650	8,931	3.2%
Enrollment	19,194	20,466	6.6%
Sections	672	698	3.9%

## Enrollment Trends

FHDA District->Foothill College->Science Tech Engin & Math->Mathematics-FD

	2023-24	2024-25	2-yr %Inc
Unduplicated Headcount	4,582	4,908	7.1%
Enrollment	6,964	7,440	6.8%
Sections	214	218	1.9%

# Program Review Menu



# Enrollment Dashboard

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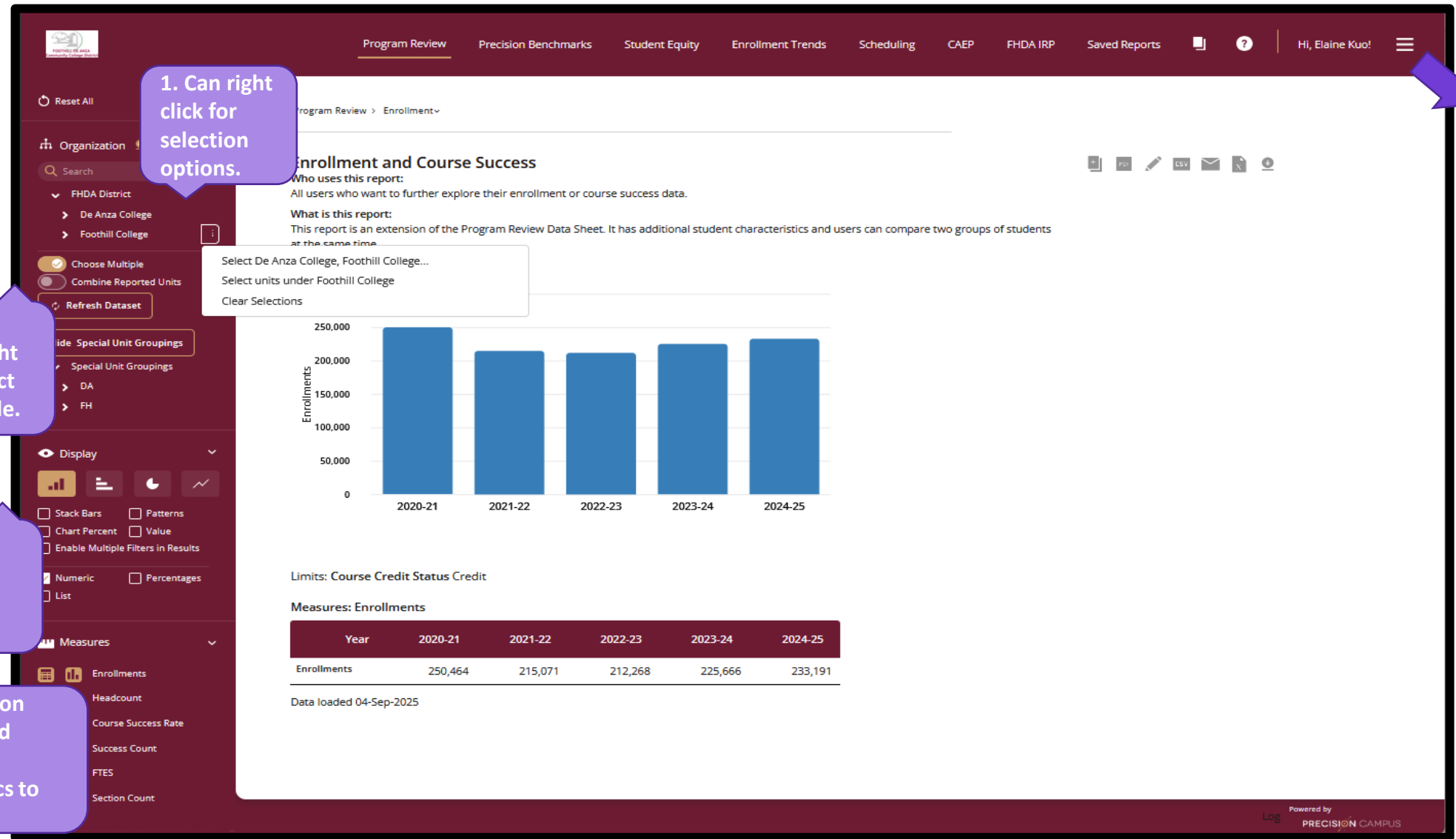
Who uses this report:

- All users who want to further explore their enrollment or course success data.

What is this report:

- An extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

# Enrollment & Course Success





# Show me the data

- Find the low income student headcount and enrollment for Foothill in 2024-25.

**Headcount: 9,078**

**Enrollment: 37,379**

- Compare the low income and not low income student course success rates for Foothill in 2024-25.

**79% vs. 87%**

Measures: Enrollments and Course Success Rate

Low Income	2023-24		2024-25	
	Enrollments	Course Success Rate	Enrollments	Course Success Rate
Low Income	36,163	78%	37,379	79%
Not Low Income	52,589	86%	55,308	87%
Total	88,752	83%	92,687	84%

Measures: Enrollments and Headcount

Low Income	2023-24		2024-25	
	Enrollments	Headcount	Enrollments	Headcount
Low Income	36,163	9,220	37,379	9,078
Not Low Income	52,589	15,318	55,308	15,031
Total	88,752	24,538	92,687	24,109

Note: Low income is self-reported annual household income. Beginning in 2021-22, low income is defined as \$50,000 or less.

# What's the question?

- Are there differences in student enrollment and success by instructional modality?
- What is the face-to-face and online asynchronous enrollment rates show for Foothill between 2022-23 and 2024-25?

**Face-to-Face: 4%-point increase**

**Asynchronous: 3%-point decrease**

- What is the face-to-face and online asynchronous course success rates in 2024-25?

**88% vs. 81%**

Measures: Course Success Rate

Instructional Modality	2022-23	2023-24	2024-25
Face to Face	89%	90%	88%
FH - Online-asynchronous	79%	80%	81%

Measures: Enrollments

Instructional Modality	2022-23	2023-24	2024-25
Face to Face	30%	33%	34%
FH - Online-synchronous	3%	2%	1%
FH - Online-asynchronous	55%	53%	52%
FH - Online-asynch/synch	3%	2%	2%
FH - Hybrid-on campus/synch	2%	1%	0%
FH - Hybrid-on campus/asynch/synch	0%	0%	
FH - Hybrid-on campus/asynch	7%	10%	10%
Total	100%	100%	100%

# What's the question?

- If roughly half of enrollment occurs in an online asynchronous format, are low income students successful in this modality?
- What does the online asynchronous course success data trend show for low income Foothill students between 2020–21 and 2024–25?
- Are there differences in online course success rates among low income students by ethnicity?

**Almost 3 out of 4 complete**

Limits: Course Credit Status Credit Instructional Modality FH - Online-asynchronous Low Income Low Income

Measures: Course Success Rate

Race/Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
Asian	83%	82%	83%	85%	87%
Black	59%	60%	52%	60%	63%
Filipinx	78%	67%	75%	71%	77%
Latinx	63%	66%	65%	66%	70%
Native American	60%	69%	73%	74%	80%
Pacific Islander	56%	52%	69%	68%	58%
Unknown ethnicity	72%	81%	85%	84%	83%
White	68%	77%	75%	69%	73%
Total	69%	72%	71%	72%	75%

Limits: Course Credit Status Credit Instructional Modality FH - Online-asynchronous

Measures: Course Success Rate

	Low Income	2020-21	2021-22	2022-23	2023-24	2024-25
Low Income		69%	72%	71%	72%	75%
Not Low Income		82%	84%	86%	86%	88%
Total		79%	79%	80%	80%	83%

**The 2024-25 online course success rates can range from 58% for Pacific Islander students to 87% for Asian students.**

# What's the question?

- Where might additional supports or interventions be prioritized to increase the course success rates among low income students enrolled in online asynchronous classes?
- Are there differences in online course success rates among low income students by subject area?

**Course success rates range from higher completion in the HSH division and lower completion in the LA and STEM divisions.**

Limits: **Course Credit Status** Credit **Instructional Modality** FH - Online-asynchronous **Low Income** Low Income

Measures: Enrollments and Course Success Rate

Unit	2022-23		2023-24		2024-25	
	Enrollments	Course Success Rate	Enrollments	Course Success Rate	Enrollments	Course Success Rate
Business & Social Sciences	8,527	71%	8,536	72%	8,477	75%
Language Arts	1,590	62%	1,746	68%	2,084	69%
Kinesiology and Athletics	1,393	73%	1,429	73%	1,463	76%
Health Sciences & Horticulture	1,160	86%	1,109	86%	1,253	91%
Fine Arts and Communication	3,879	74%	3,440	74%	3,183	77%
Science Tech Engin & Math	2,430	69%	2,412	67%	2,599	65%
Total	18,979	N/A	18,672	N/A	19,059	N/A

# Program Review Menu

PROGRAM REVIEW

ENROLLMENT

EQUITY



Program Review Data Sheet



Degrees and Certificates



Program Review Templates Comprehensive



Program Review Templates Annual



Program Review Templates (All)



Additional Resources

PROGRAM REVIEW

ENROLLMENT

EQUITY

Enrollment and Course Success



Term to Term Persistence



Additional Resources

PROGRAM REVIEW

ENROLLMENT

EQUITY



Course Success with Disproportionate Impact (credit)



Course Success with Disproportionate Impact (credit and non-credit)

Additional Resources

# Equity Dashboard

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Who uses this report:

- All users who want to further explore student equity and disproportionate impact in course success.

What is this report:

- This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. A negative percentage point gap means that a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined.

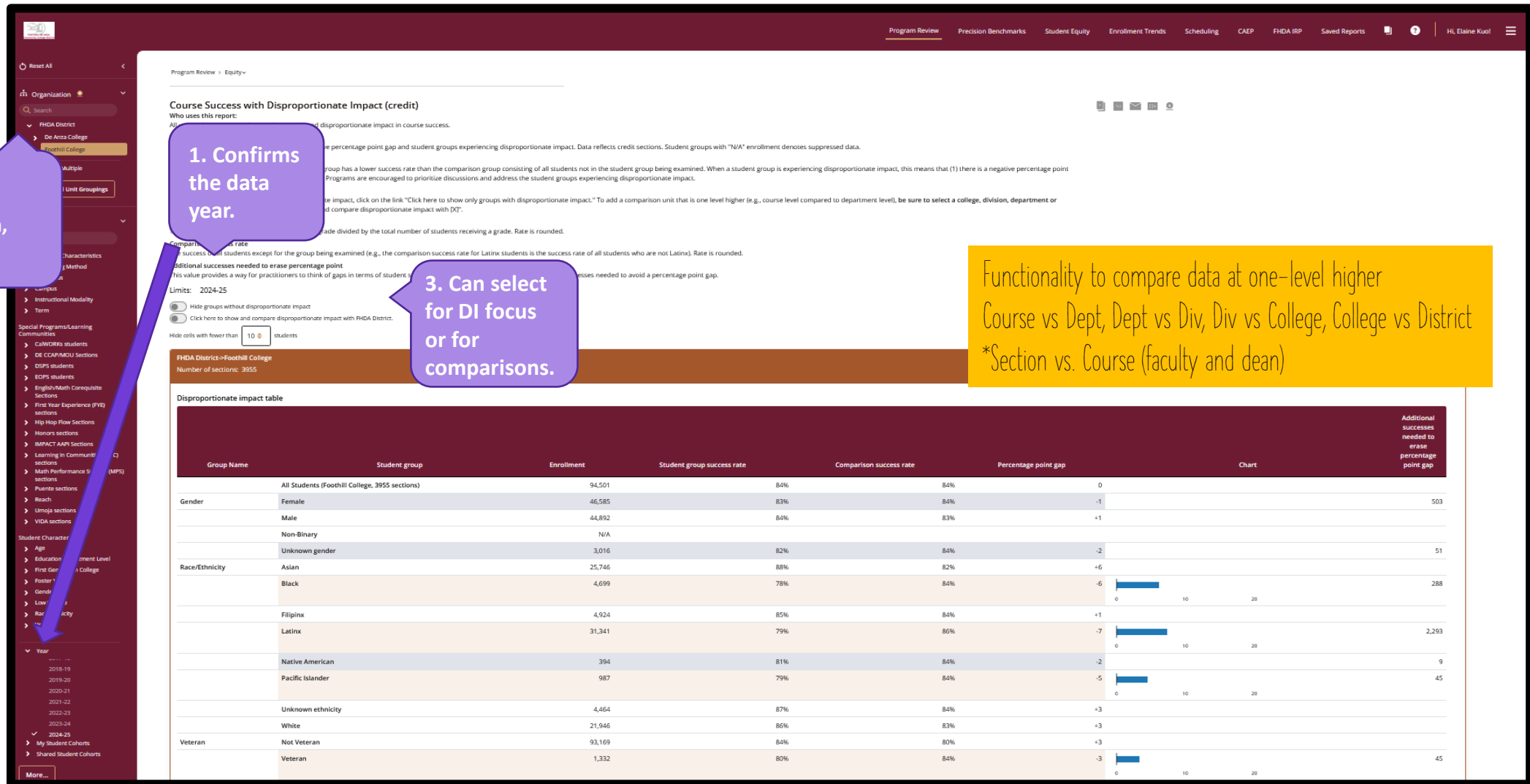
# Course Success with Disproportionate Impact

2. Can select division, dept, course.

1. Confirms the data year.

3. Can select for DI focus or for comparisons.

Functionality to compare data at one-level higher  
Course vs Dept, Dept vs Div, Div vs College, College vs District  
\*Section vs. Course (faculty and dean)



# Show me the data

- Identify the ethnicities that experience disproportionate impact in 2024-25.
- What is the course success percentage point gap for Foothill low income students in 2024-25?

**8%-points**

- What is the course success percentage point gap for low income students taking STEM classes compared to the overall college completion?

**10%-points vs. 8%-points**

**Black**

**Latiné**

**Pacific Islander**

FHDA District->Foothill College->Science Tech Engin & Math  
Number of sections: 698

2024 Summer to 2025 Spring

Disproportionate impact table

Science Tech Engin & Math						Foothill College				
Group Name	Student group	Enrollment	Student group success rate	Comparison success rate	Percentage point gap	Student group	Enrollment	Student Group Success rate	Comparison success rate	Percentage point gap
Race/ Ethnicity	Black	661	70%	80%	-10	Black	4,699	78%	84%	-6
	Latinx	5,593	70%	83%	-13	Latinx	31,341	79%	86%	-7
	Pacific Islander	138	76%	79%	-3	Pacific Islander	987	79%	84%	-5
Veteran	Veteran	339	75%	79%	-4	Veteran	1,332	80%	84%	-3
Foster Youth	Foster	51	63%	79%	-17	Foster	295	68%	84%	-15
Income	Low Income	7,463	73%	83%	-10	Low Income	38,190	79%	87%	-8



# Where are the data?

Publicly accessible dashboards

<https://foothill.edu/irp/dashboards.html>

<https://datavista.cccco.edu/>

<https://datamart.cccco.edu/DataMart.aspx>

The screenshot shows the DataVista website header with the logo and navigation links. The main content area features a large banner titled "Giving California insights into student success and achievement" with a description of the platform's purpose. Below the banner are three columns: "Reports and Insights" (viewing highlights and trends), "Metric Themes" (viewing a selection of metrics organized by specific student experiences), and "Single Metric" (viewing a detailed and customizable report on a specific metric). At the bottom, there is a search bar with the text "Search for a view that matches your need:" and a dropdown menu for "I WANT TO" with options like "select a goal or journey to explore..." and a "SHOW ME THE METRICS" button.

The screenshot shows the Foothill College Institutional Research and Planning website. The header includes the college logo and navigation links. The main content area features a large banner titled "Institutional Research and Planning" with a background image of flowers. Below the banner is a sidebar with a menu for "INSTITUTIONAL RESEARCH AND PLANNING" including links like "IRP HOME", "Contact Us", "Research Requests", etc. The main content area has three sections: "About Our Office" (Who We Are, What We Do, Our Goal), "Questions? We're Here to Help!" (Elaine Kuo, Director, contact info), and "Related Offices" (FHDA District Research and Planning).

The screenshot shows the California Community Colleges Chancellor's Office Management Information Systems Data Mart website. The header includes the college logo and navigation links. The main content area features a large banner titled "Management Information Systems Data Mart" with a background image of a city skyline. Below the banner are three columns: "Students/Headcounts" (reports showing student counts, with demographic breakdowns), "Student Services" (reports showing student counts, with demographic breakdowns), and "Outcomes" (reports showing student outcomes in enrollments and programs, with demographic breakdowns). At the bottom, there is a section for "ABOUT CHANCELLOR'S OFFICE" and "Other Educational Links" with various links to external resources.

# Student Success Dashboards

Data explores course success outcomes at the department, course, section levels and success variations by ethnicity

FOOTHILL COLLEGE

About Us

Career & Academic Pathways

Apply & Register

Costs & Financial Aid

Counseling & Student Services

Athletics & Campus Life

International Students

Home

Institutional Research and Planning

INSTITUTIONAL RESEARCH AND PLANNING

IRP HOME

Contact Us

Research Requests

Completed Requests

Presentations

Campus Climate Survey

Course Success, Retention, Equity Dashboard

Student Achievement Data

Student Success Dashboards

Dashboards Glossary

Ethnicity Methodology

Disproportionate Impact Methodology

About Our Office

Who We Are

What We Do

Our Goal

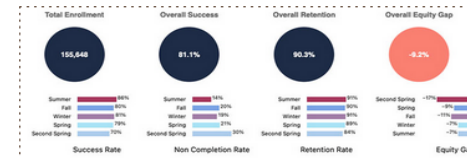


Questions?  
We're Here to Help!  
Elaine Kuo, Director  
650.949.6198  
kuoelaine@fhda.edu  
Building 1900, Office 1959

Related Offices

FHDA District Research and

## Success, Retention and Equity Gaps



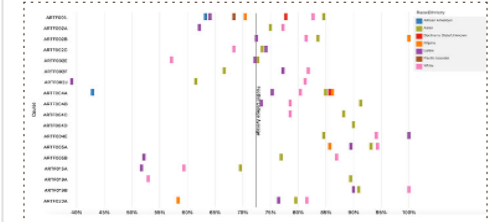
### Explore Variations within Divisions, Departments, Course and Section

GO TO DATA REPORTING TOOL

When viewing course outcomes by section, consider the following questions for discussion:

- What are the overall course success and retention rates? How do these rates vary by section or department?
- What is the overall equity gap? How does the equity gap vary by section or department?
- What is the overall non-completion rate and how does it vary by section or department? Is the rate satisfactory to the department, division or college?
- If there is variation in course success rates, non-completion rates, retention rates or equity gaps, what teaching and learning strategies could explain the variation observed?
- Does the data suggest changes in teaching and learning strategies are necessary to improve course success rates, non-completion rates, retention rates or equity gaps?
- If yes, in what spaces could discussion occur to develop teaching and learning strategies to improving these rates? Who should be included in the discussion?

## Course Success Variation by Ethnicity



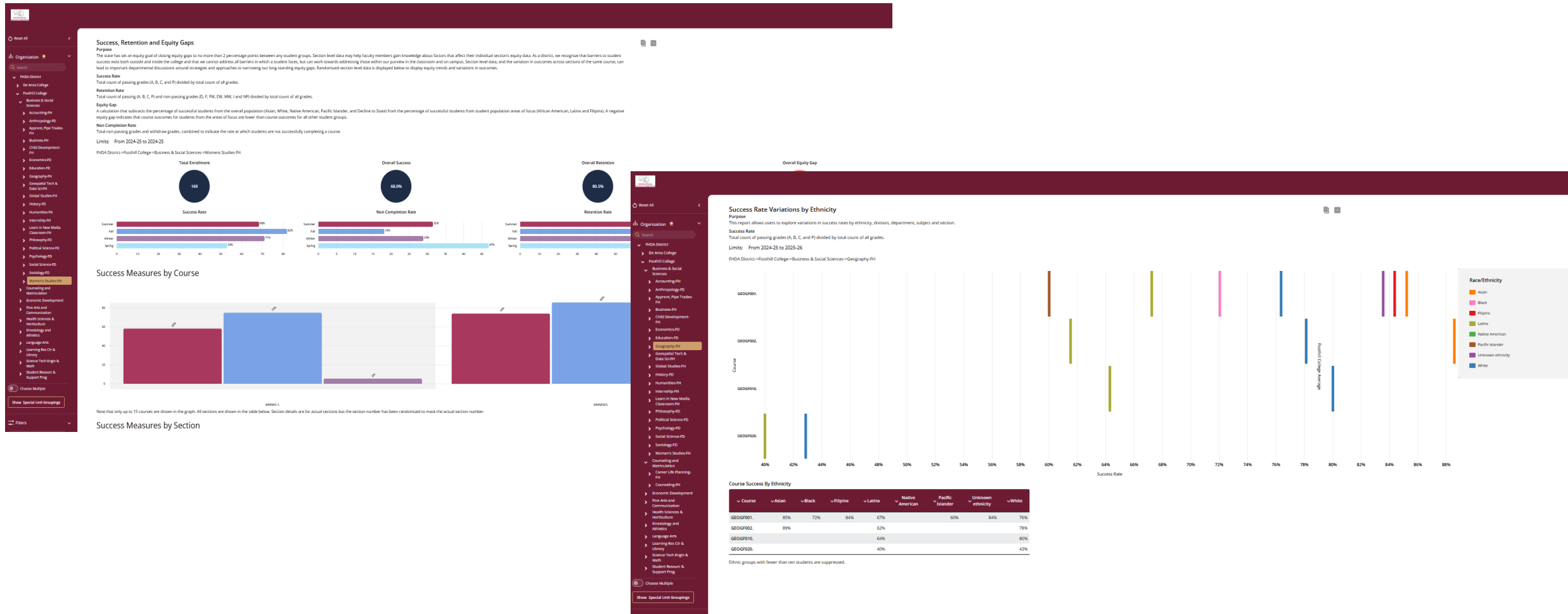
### Explore Variations by Ethnicity within Divisions, Departments and Courses

GO TO DATA REPORTING TOOL

When exploring success variations by ethnicity and course, consider the following questions for discussion:

- Which student ethnic group's course success rate tends to be above the college average? Which student ethnic group's course success rate tends to be below the college average?
- For the student ethnic groups identified in the aforementioned question, are the trends the same across all courses in the department?
- What teaching and learning strategies could explain the differences in course success rates by ethnicity being observed?
- Does the data suggest changes in teaching and learning strategies are necessary to improve course success rates for any particular student ethnic group?
- If yes, in what spaces could discussion occur to develop teaching and learning strategies to improving these rates? Who should be included in the discussion?

# Course Success, Retention, Equity Dashboards



Report All

Organization

Search

Filter

Organization

Filter

Choose Multiple

Show Special Link Groupings

### Success Rate Variations by Ethnicity

**Purpose**  
This report allows users to explore variations in success rates by ethnicity, division, department, subject and section.

**Success Rate**  
Total count of passing grades (A, B, C, and P) divided by total count of all grades.

**Limits:** From 2024-25 to 2024-25

FHDA District > Foothill College > Business & Social Sciences > Geography FH

Course

Success Rate

Success Rate

Success Rate

Course	Asian	Black	Filipino	Latino	Native American	Pacific Islander	Unknown ethnicity	White
GEOG001	85%	72%	84%	67%		60%	84%	76%
GEOG002	89%			62%				78%
GEOG010				64%				80%
GEOG020				40%				43%

Ethnic groups with fewer than ten students are suppressed.

# Show me the data

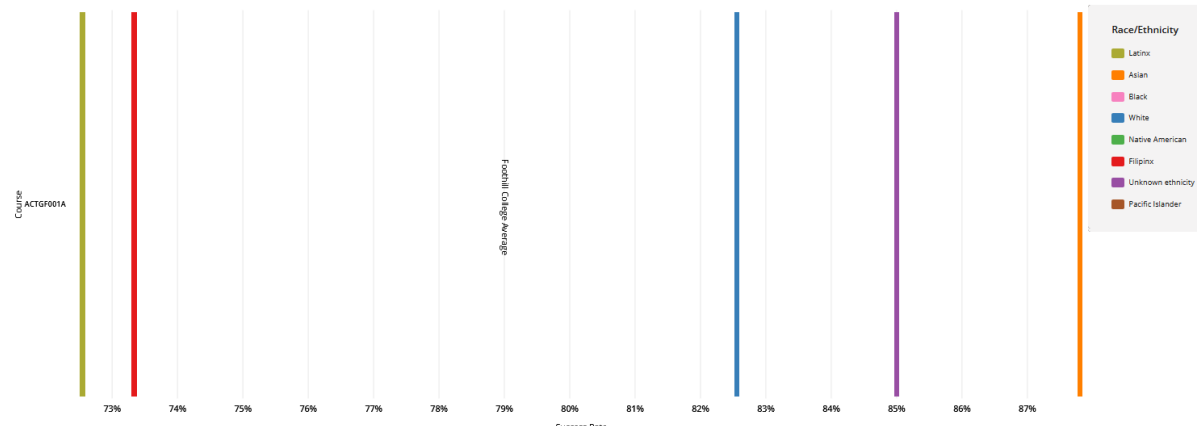
- Identify the range for course success rates for ACTG 1 in Fall 2024?

45% to 90%

- Compare the equity gaps among ethnicities in ACTG 1 in Fall 2024.

Limits: Term Fall From 2024-25 to 2024-25

FHDA District>Foothill College>Business & Social Sciences>Accounting-FH>ACTG>ACTGF001A



Success Measures by Course and Deidentified Section

▼ Course	▼ Enrollment	▼ Success Rate	▼ Retention Rate	▼ Equity Gap
ACTGF001A (All Sections)	359	81%	92%	-12%
ACTGF001A	45	89%	93%	-9%
ACTGF001A	45	98%	100%	-8%
ACTGF001A	41	85%	95%	9%
ACTGF001A	41	90%	93%	-12%
ACTGF001A	34	82%	94%	16%
ACTGF001A	34	76%	88%	-6%
ACTGF001A	44	80%	84%	-22%
ACTGF001A	35	77%	100%	-3%
ACTGF001A	40	45%	80%	-29%

Data displayed only for sections with enrollment greater than 20.

*What are you curious about?*

