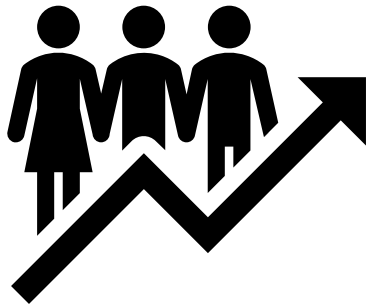


Understanding Foothill Students From a Data Perspective

December 3, 2025

E. Kuo, FH IRP

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

Meet Foothill IRP

- 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

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

Showing Our Work

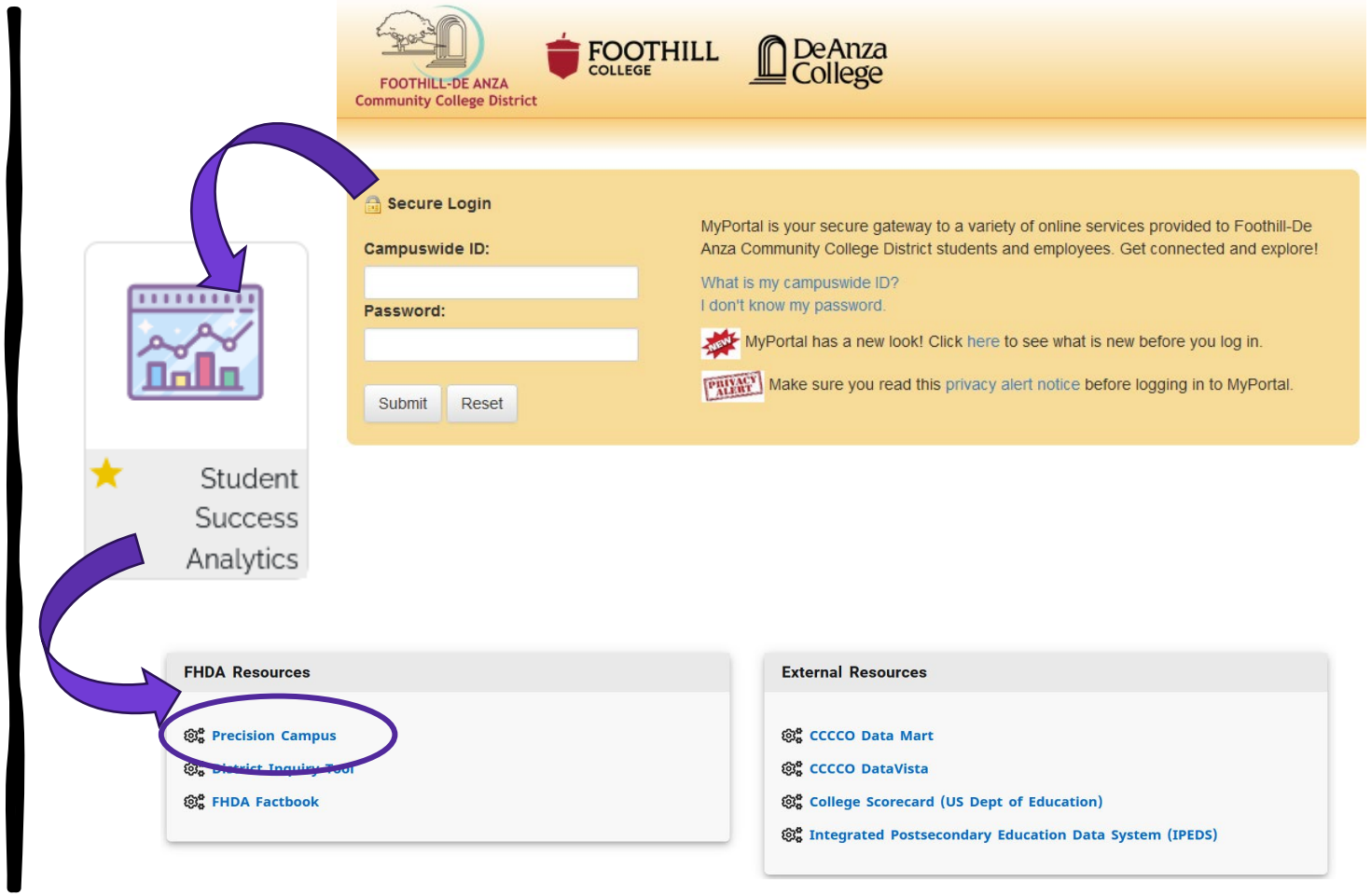
Data informs whether what the college is doing is making a difference for students–where success is not predictable by race.

- 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.

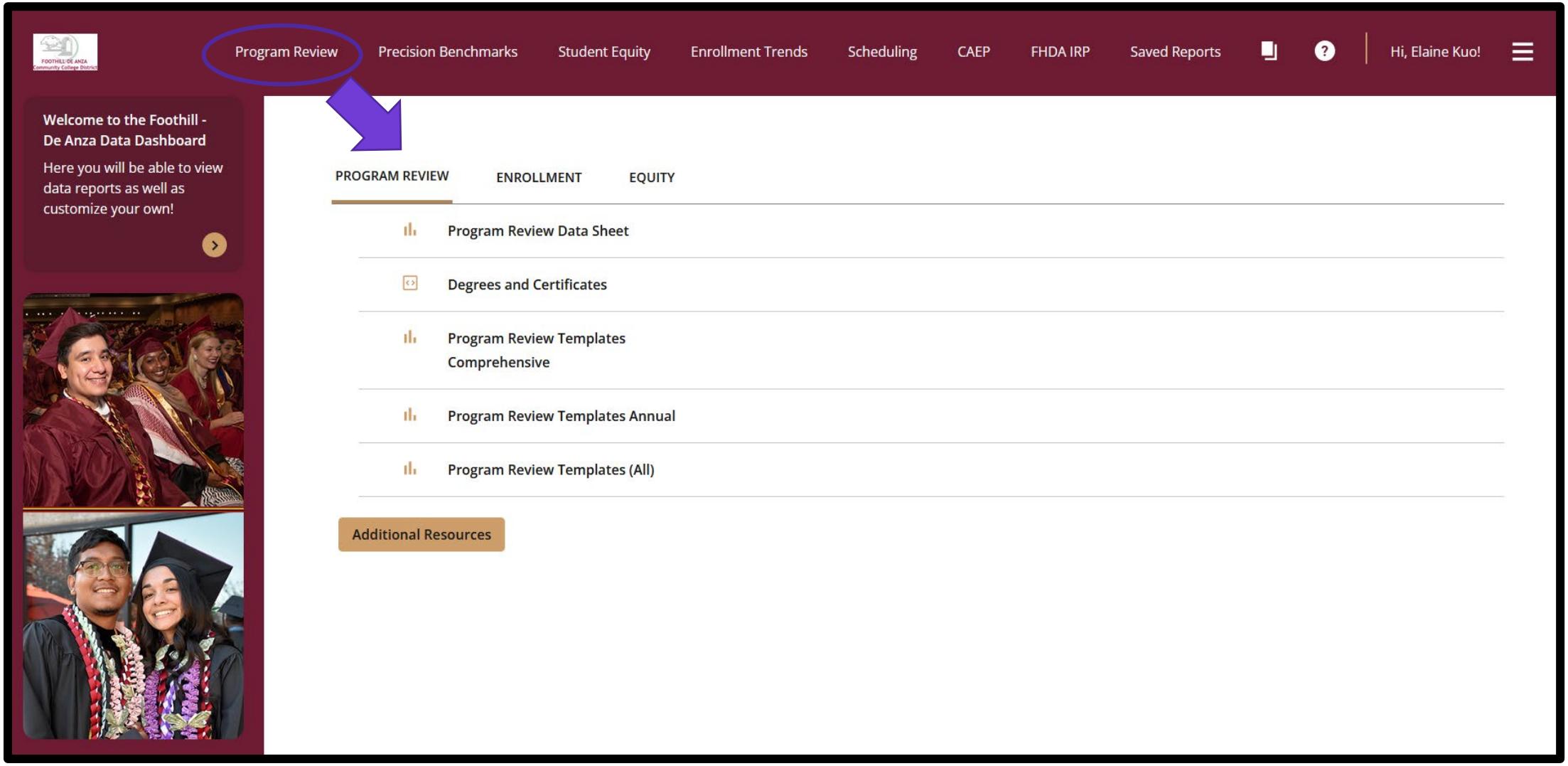
Where are the data?

Dashboards accessible through MyPortal

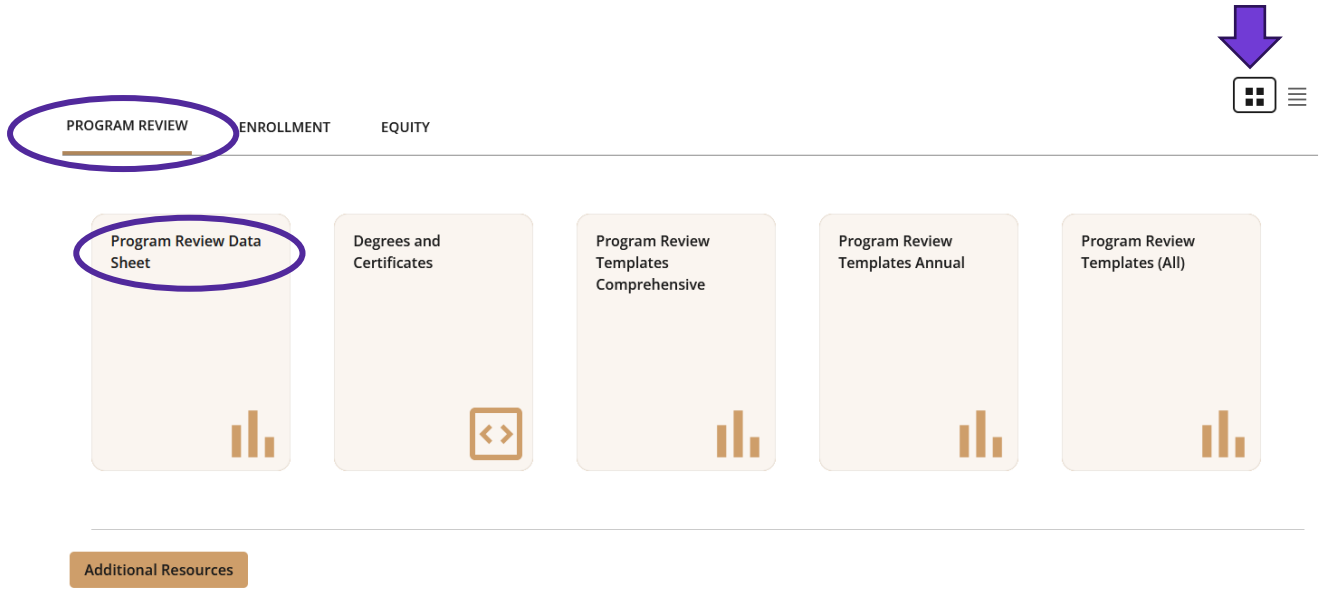
Precision Campus Dashboards

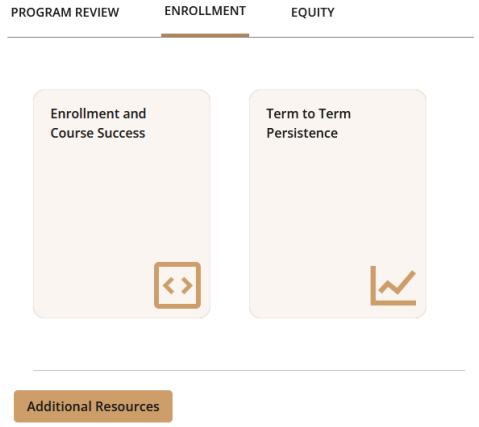


Main Landing Page



Program Review Menu





Program Review Dashboard

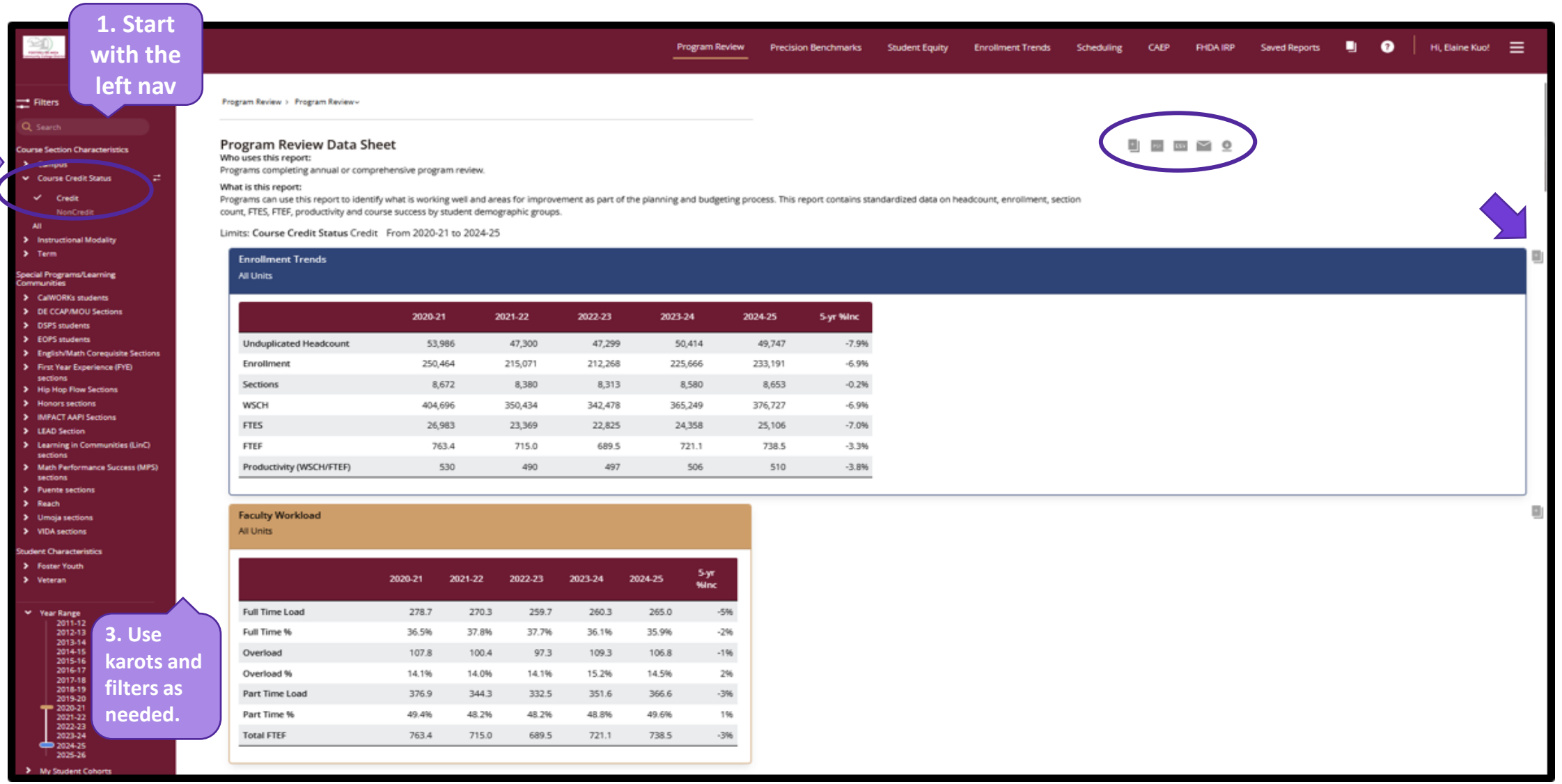
Who uses these dashboards:

- 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



	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%

	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%

Program Review Resources

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	Descripion	Upload Date
Download	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
Download	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
Download	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
Download	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
Download	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
Download	Glossary (revised 09.07.23)	Terms and definitions. Include calculations for course success and enrollment figures.	09/08/2023
Download	Program Review Data Sheet (revised)	How-to guide to access program review data sheet.	10/15/2024
Download	Course Success with Disproportionate Impact (revised)	How-to guide to access and interpret the Course Success with Disproportionate Impact data.	01/28/2025
Download	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
Download	Custom Student Cohort	How-to guide to create and manage a custom student cohort.	02/04/2025
Download	Degree and Certificate	How-to guide to access degree and certificate data sheet.	02/04/2025
Download	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
Download	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

FOOTHILL-DE ANZA Community College District

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).

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

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?

- How many students took a STEM division class in 2024-25?

Headcount: 8,931

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

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)

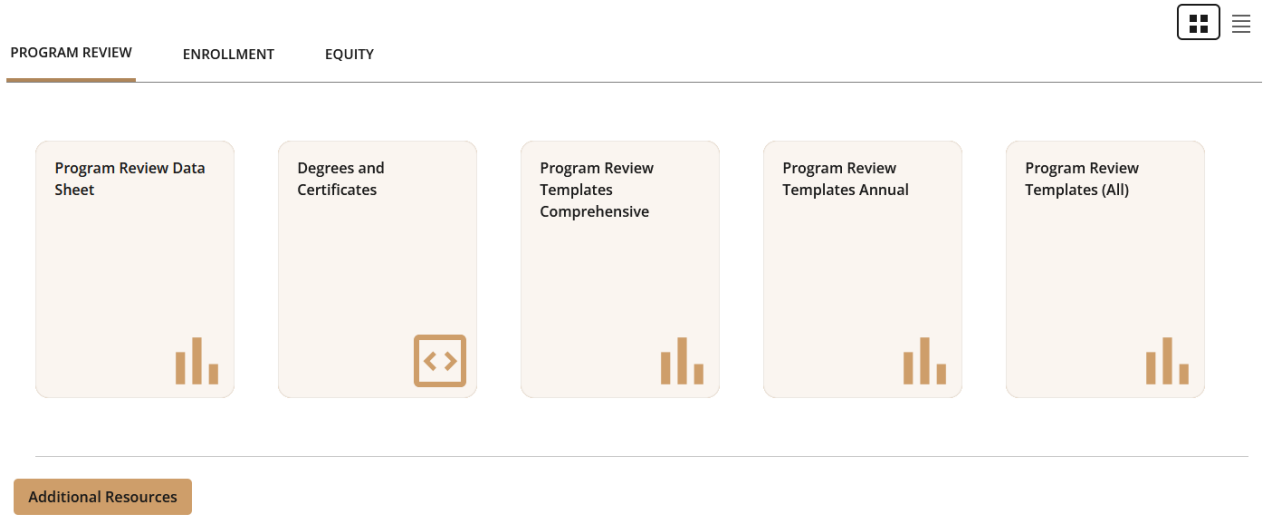
Enrollment Trends
FHDA District->Foothill College->Science Tech Engin & Math

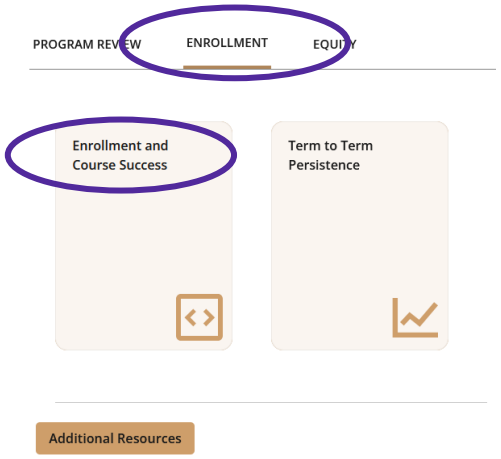
	2023-24	2024-25	2-yr %Inc
Unduplicated Headcount	8,650	8,931	3.2%
Enrollment	19,194	20,466	6.6%
Sections	672	698	3.9%

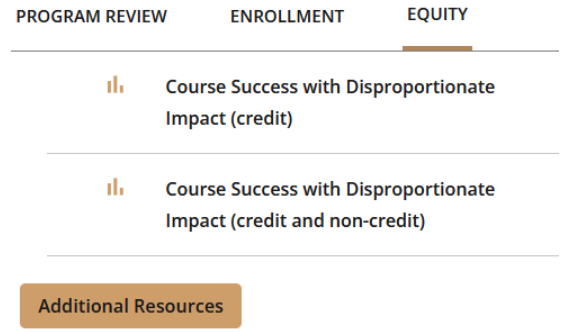
Enrollment Trends
FHDA District->Foothill College->Science Tech Engin & Math->Mathematics-FD

	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

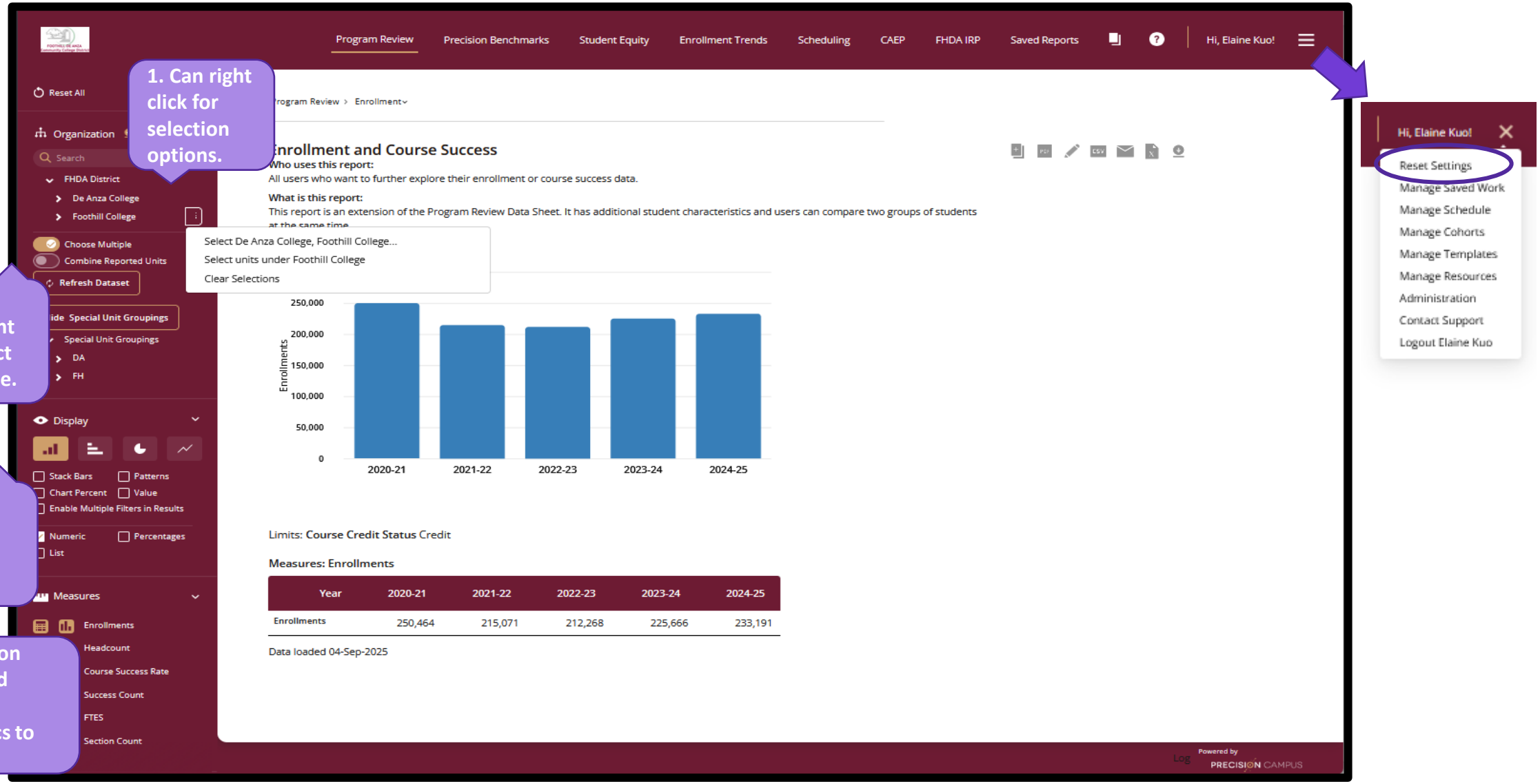
Who uses this report:

- 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 asychronous 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-asychronous	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-asychronous	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?

Almost 3 out of 4 complete

- Are there differences in online course success rates among low income students by ethnicity?

Limits: **Course Credit Status** Credit **Instructional Modality** FH - Online-asychronous

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%

Limits: **Course Credit Status** Credit **Instructional Modality** FH - Online-asychronous **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%

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 succcess 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?

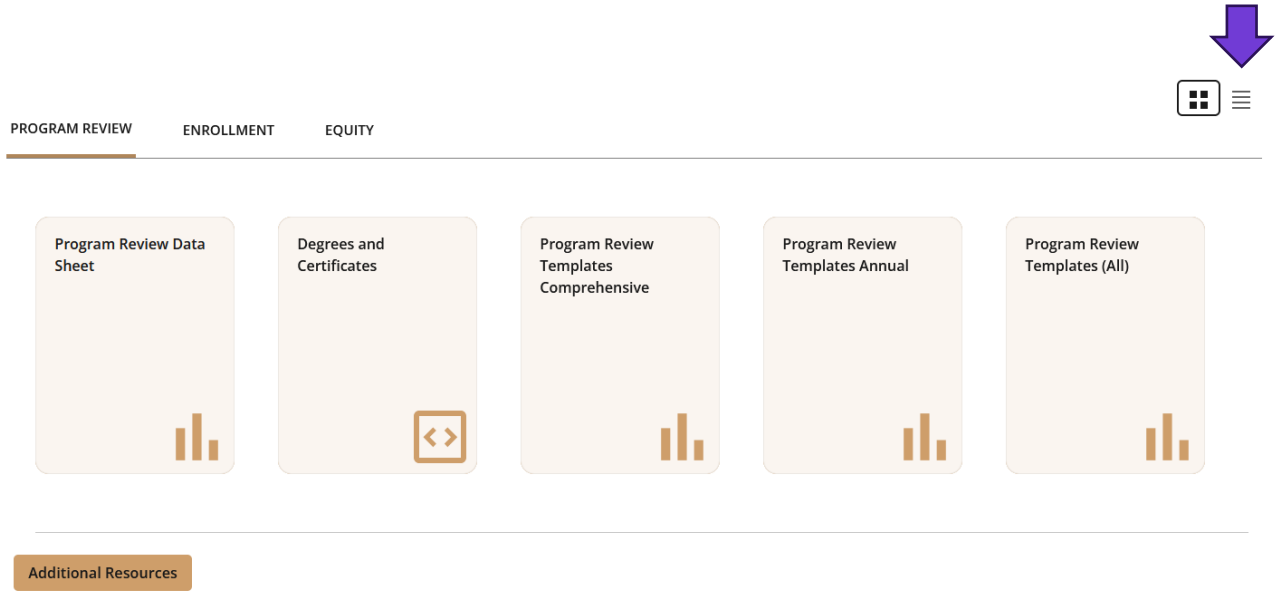
Course success rates range from higher completion in the HSH division and lower completion in the LA and STEM divisions.

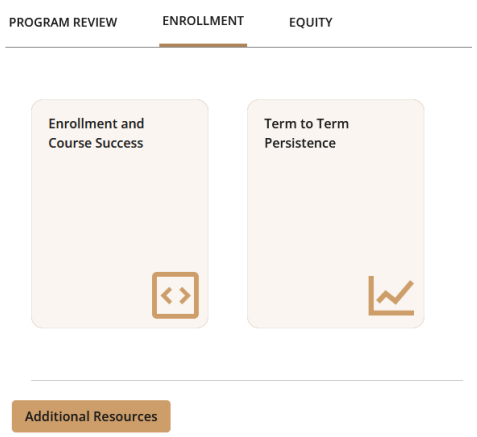
Limits: **Course Credit Status** Credit **Instructional Modality** FH - Online-asychronous **Low Income** Low Income

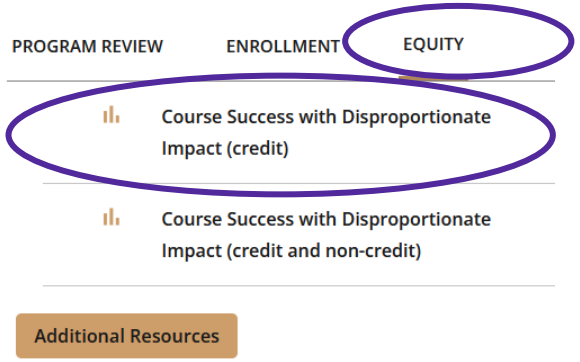
Measures: Enrollments and Course Success Rate

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







Equity Dashboard

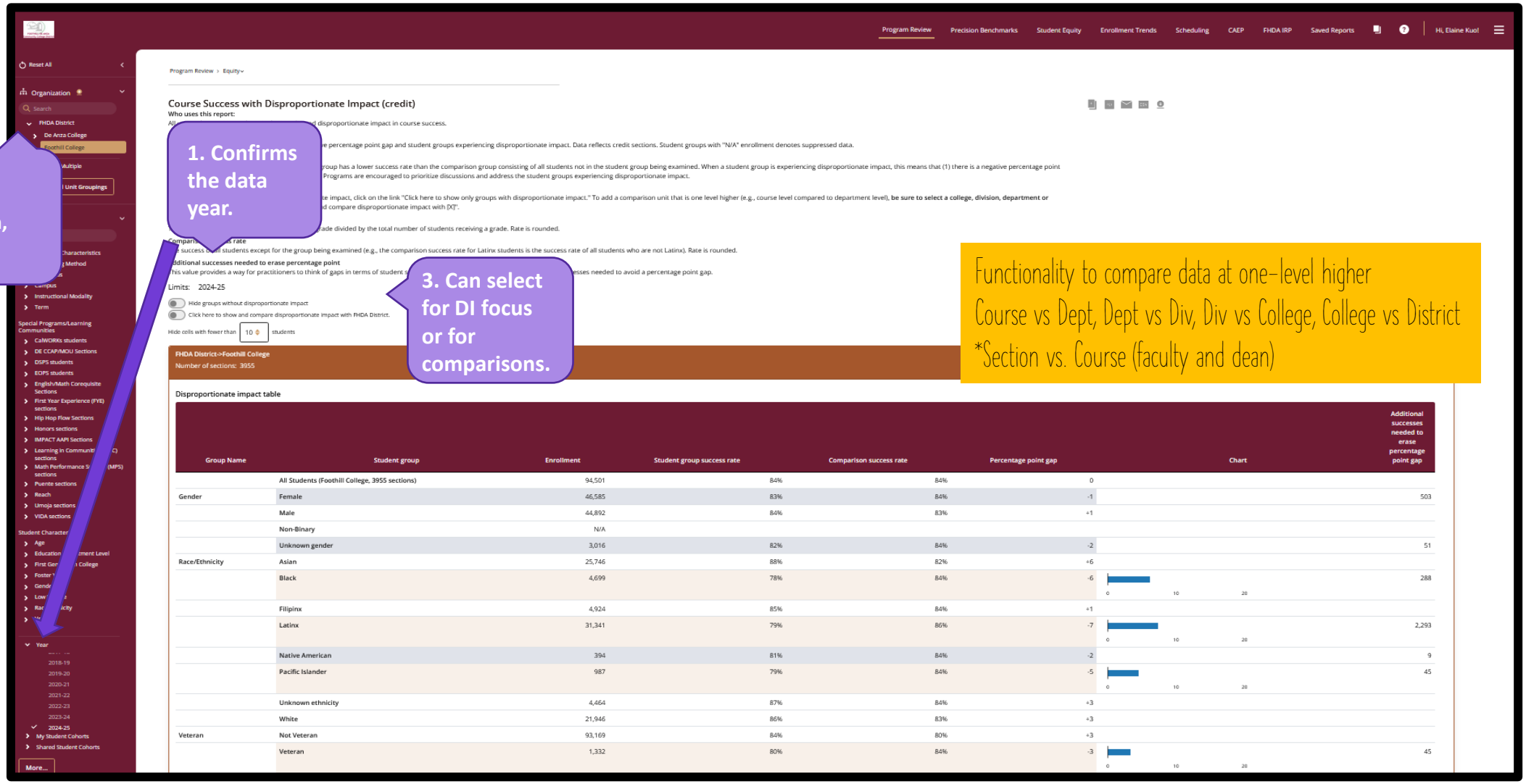
Who uses this report:

- 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



Show me the data

- Identify the ethnicities that experience disproportionate impact in 2024-25. **Black** **Latiné** **Pacific Islander**
- 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**

FHDA District->Foothill College->Science Tech Engin & Math — 2024 Summer to 2025 Spring
Number of sections: 698

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

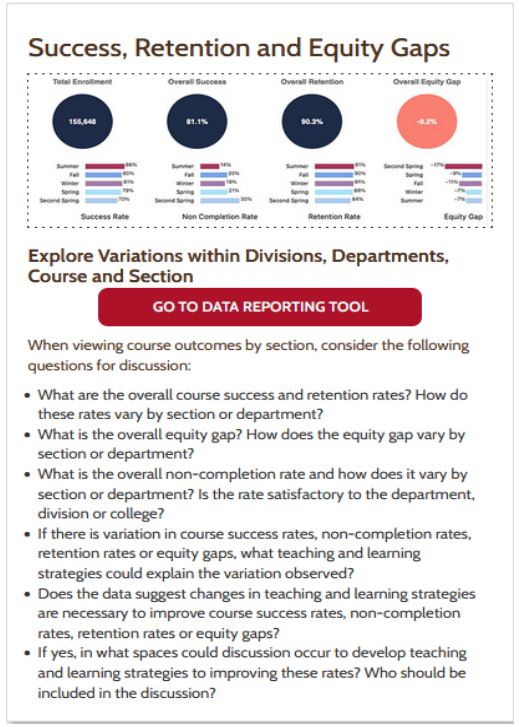
https://foothill.edu/irp/dashboards.html

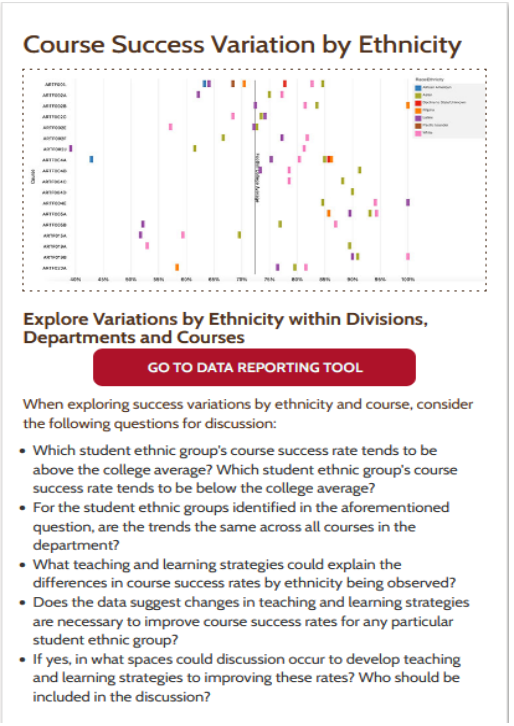
https://datavista.cccco.edu/

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

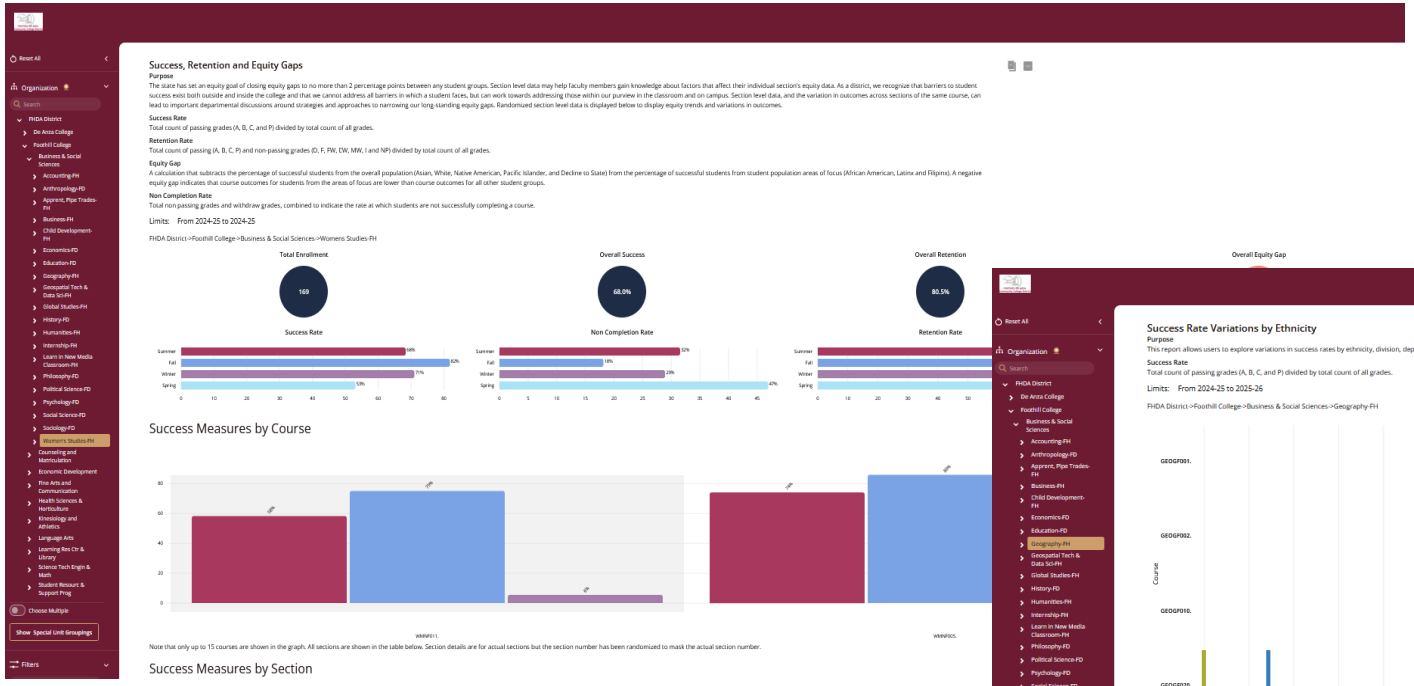
Student Success Dashboards

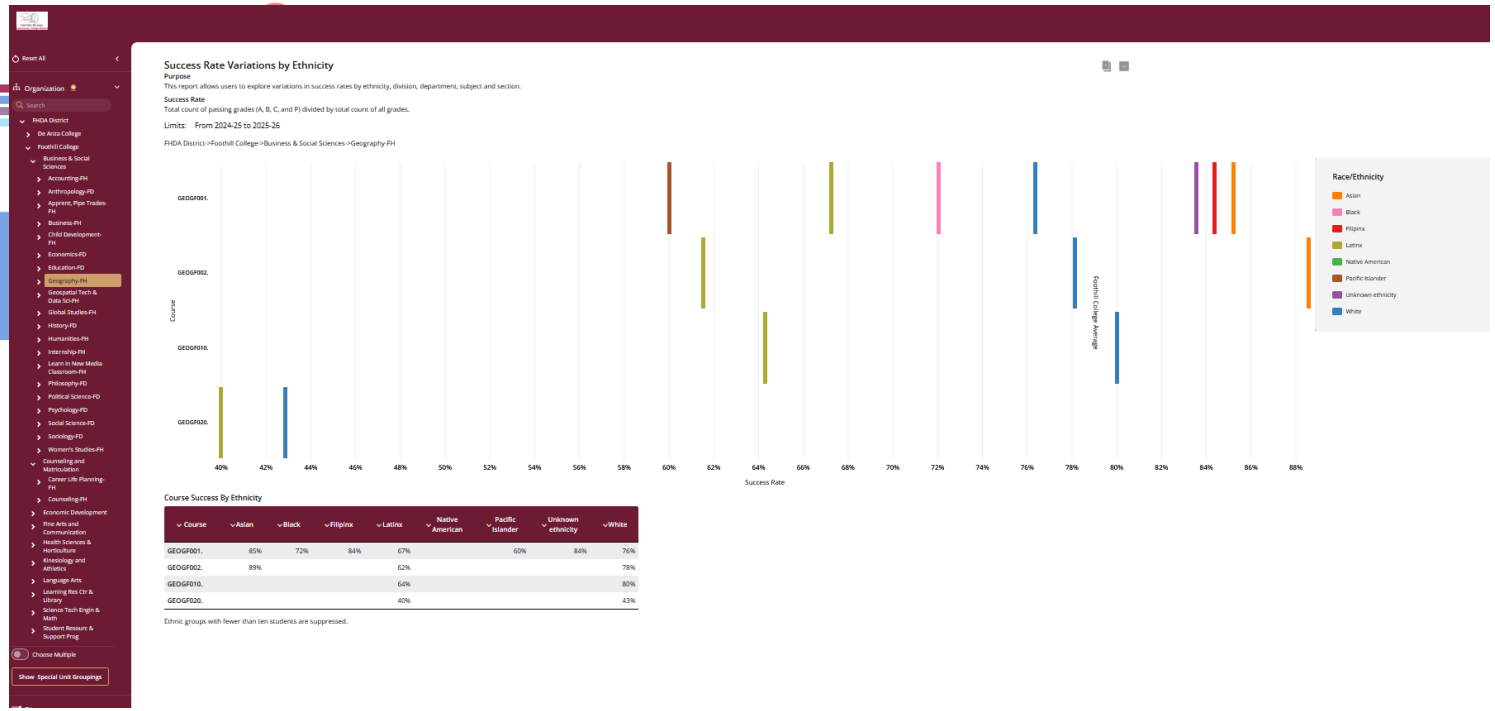
Data explores course success outcomes at the department, course, section levels and success variations by ethnicity





Course Success, Retention, Equity Dashboards



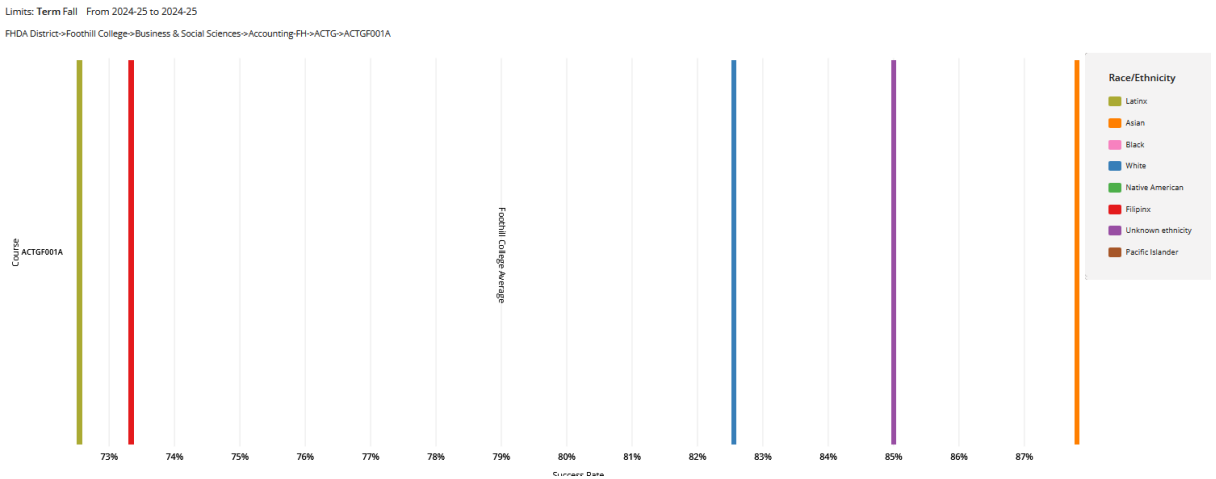


Show me the data

- 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.



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?