



FOOTHILL COLLEGE

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



College Profile



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



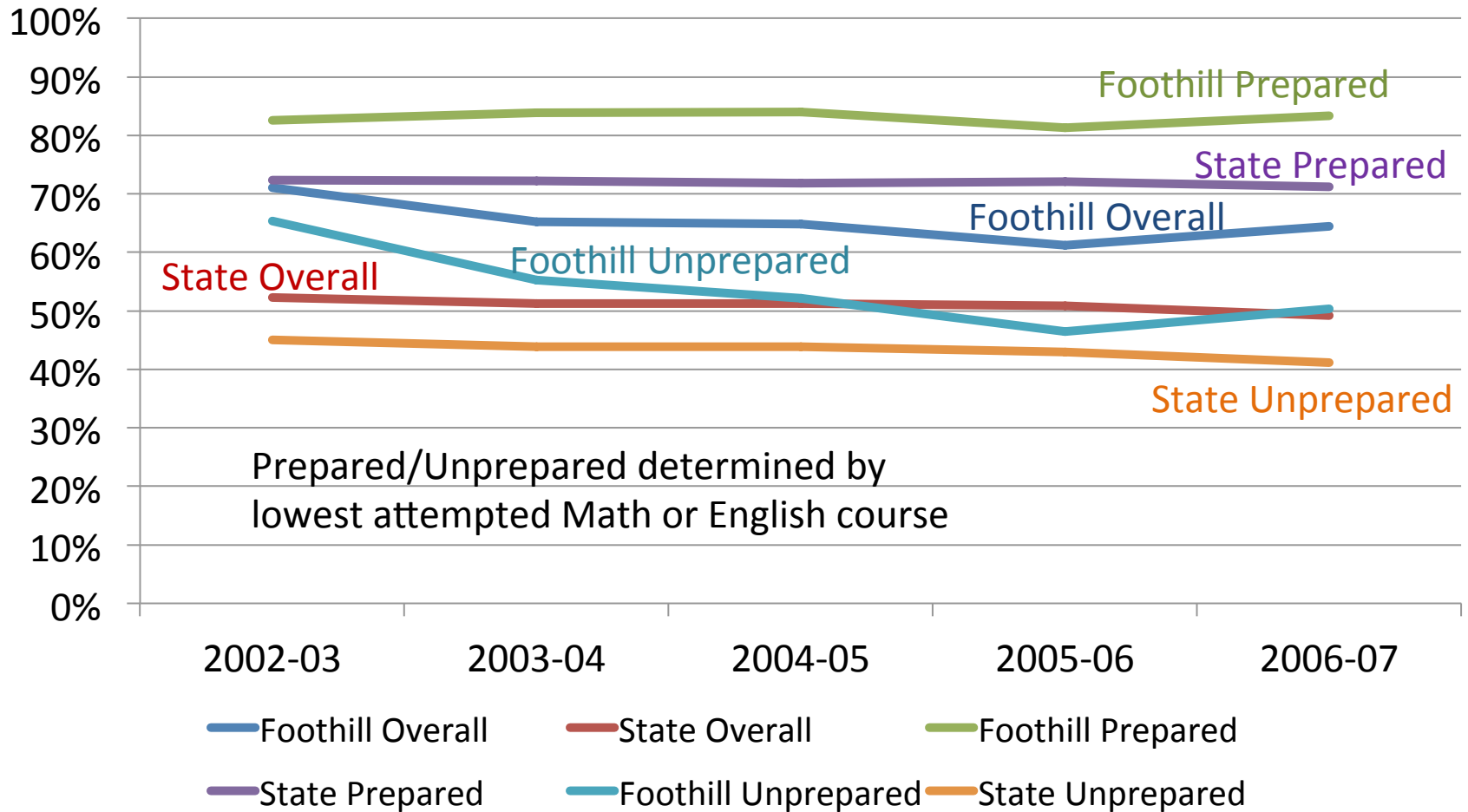
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College Indicators

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



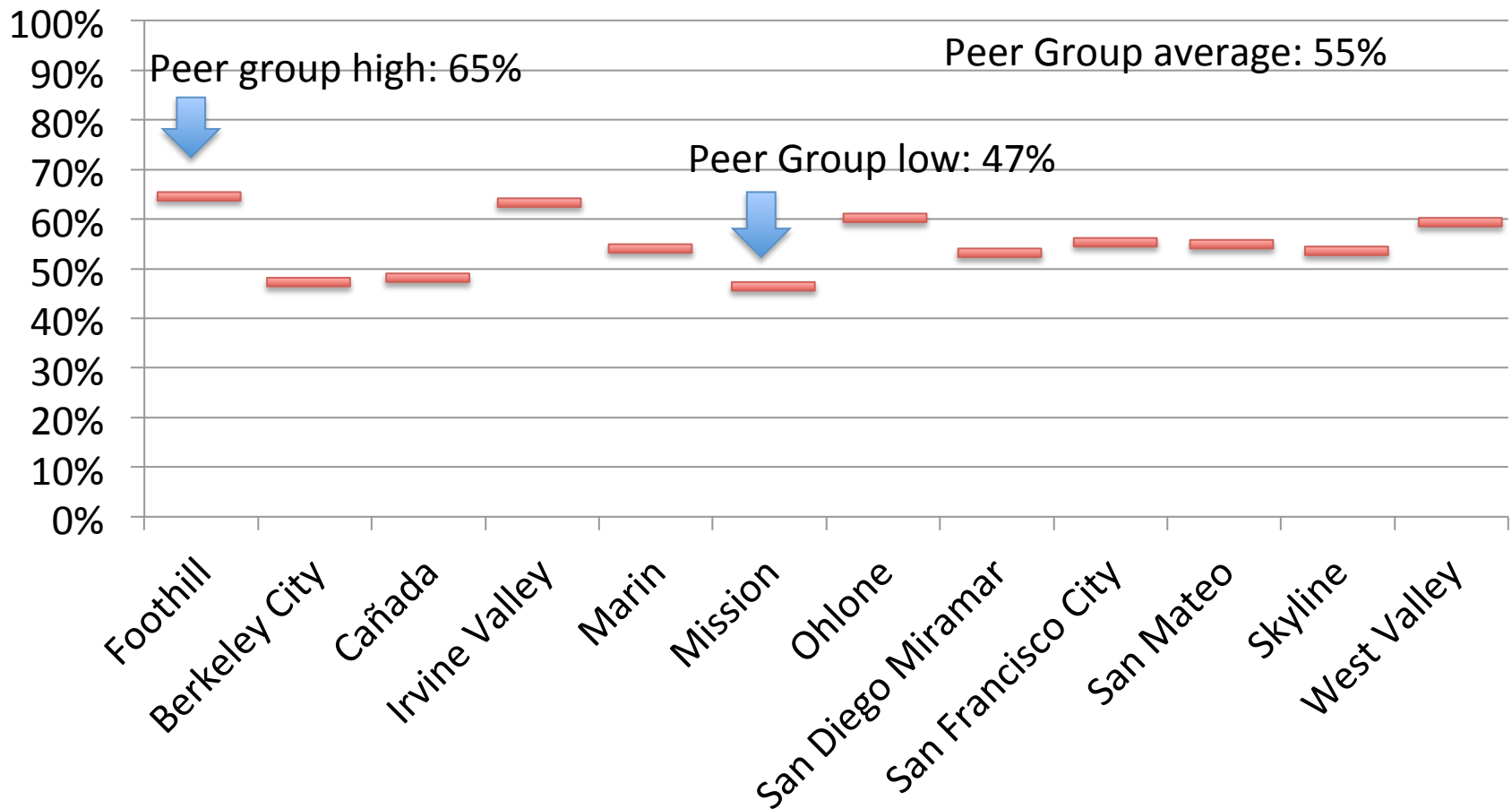
Completion



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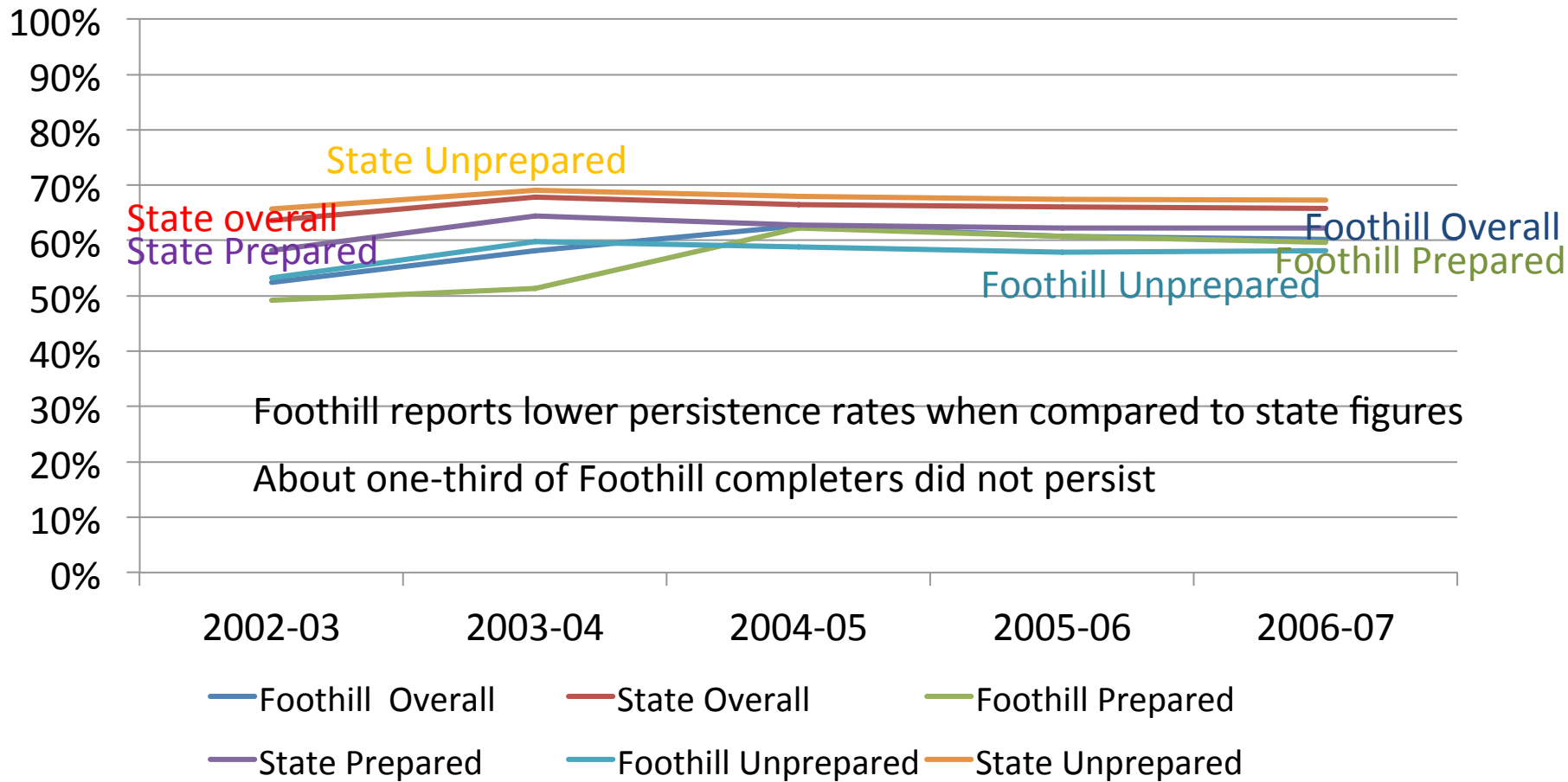
Completion Peer Grouping

Overall Completion Rates



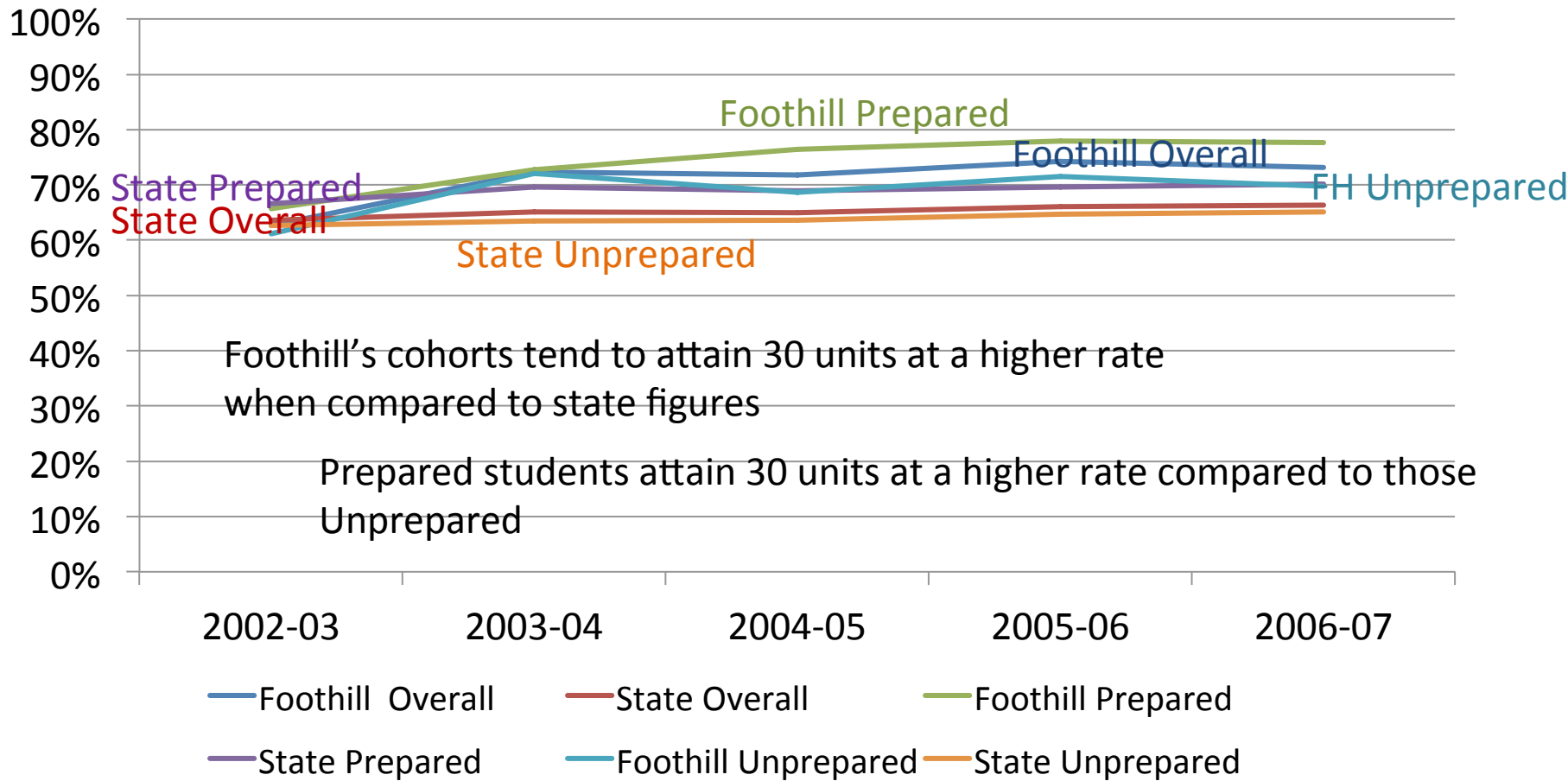
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Persistence



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Attain 30 Units



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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



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



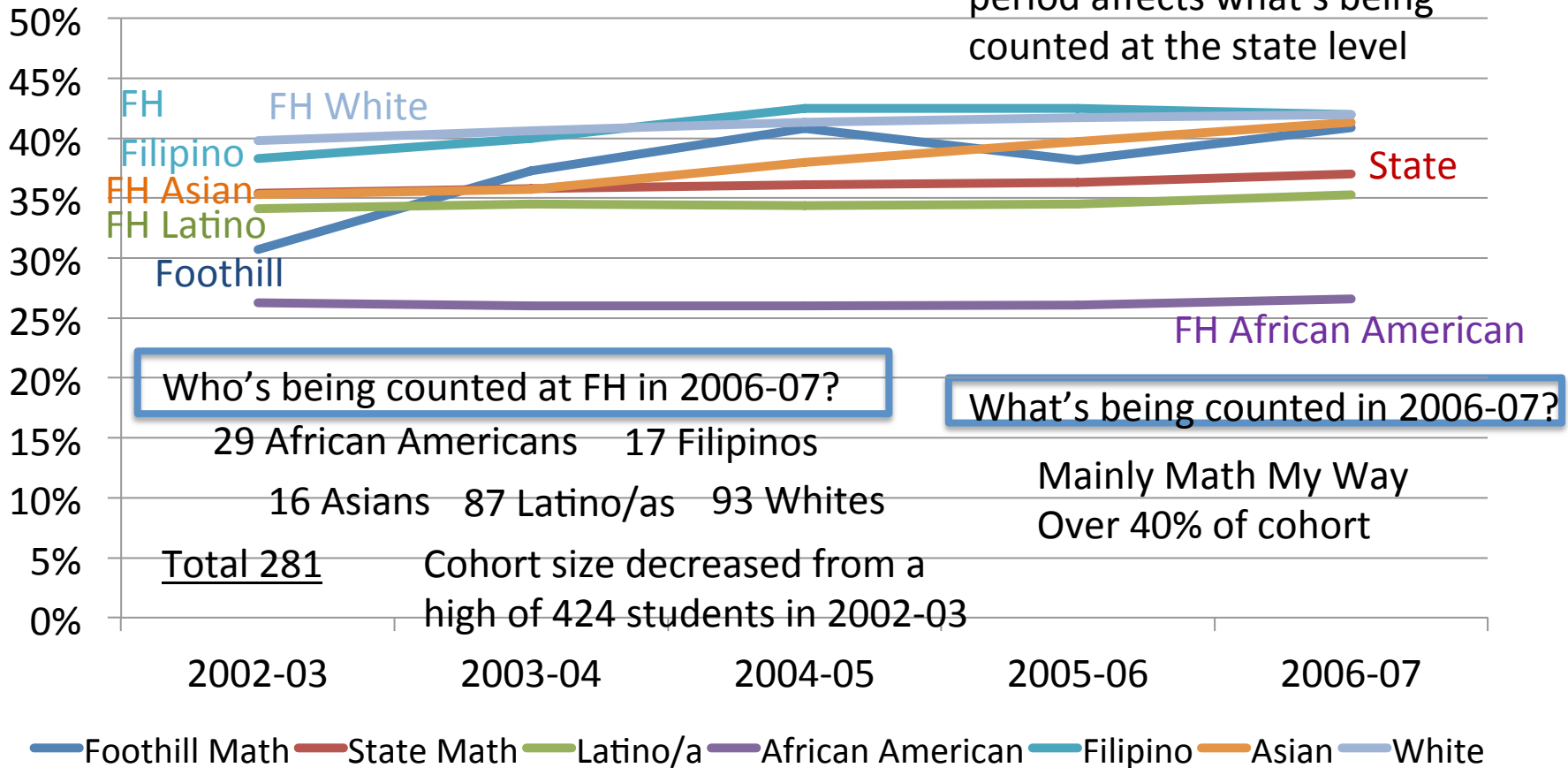
Basic Skills Education Progress

- 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



Math

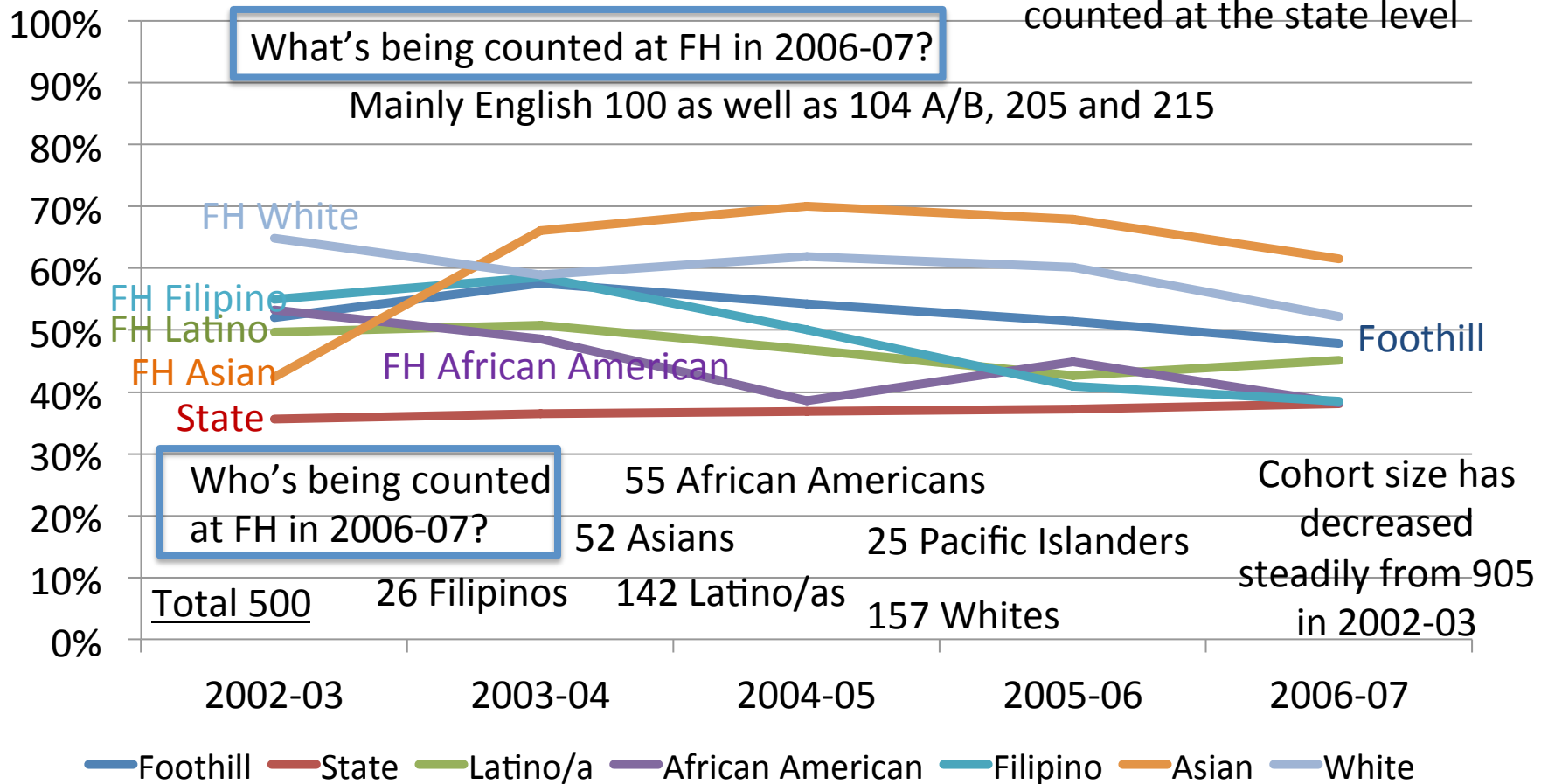
What was being coded as basic skills (CB21) during this period affects what's being counted at the state level



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English

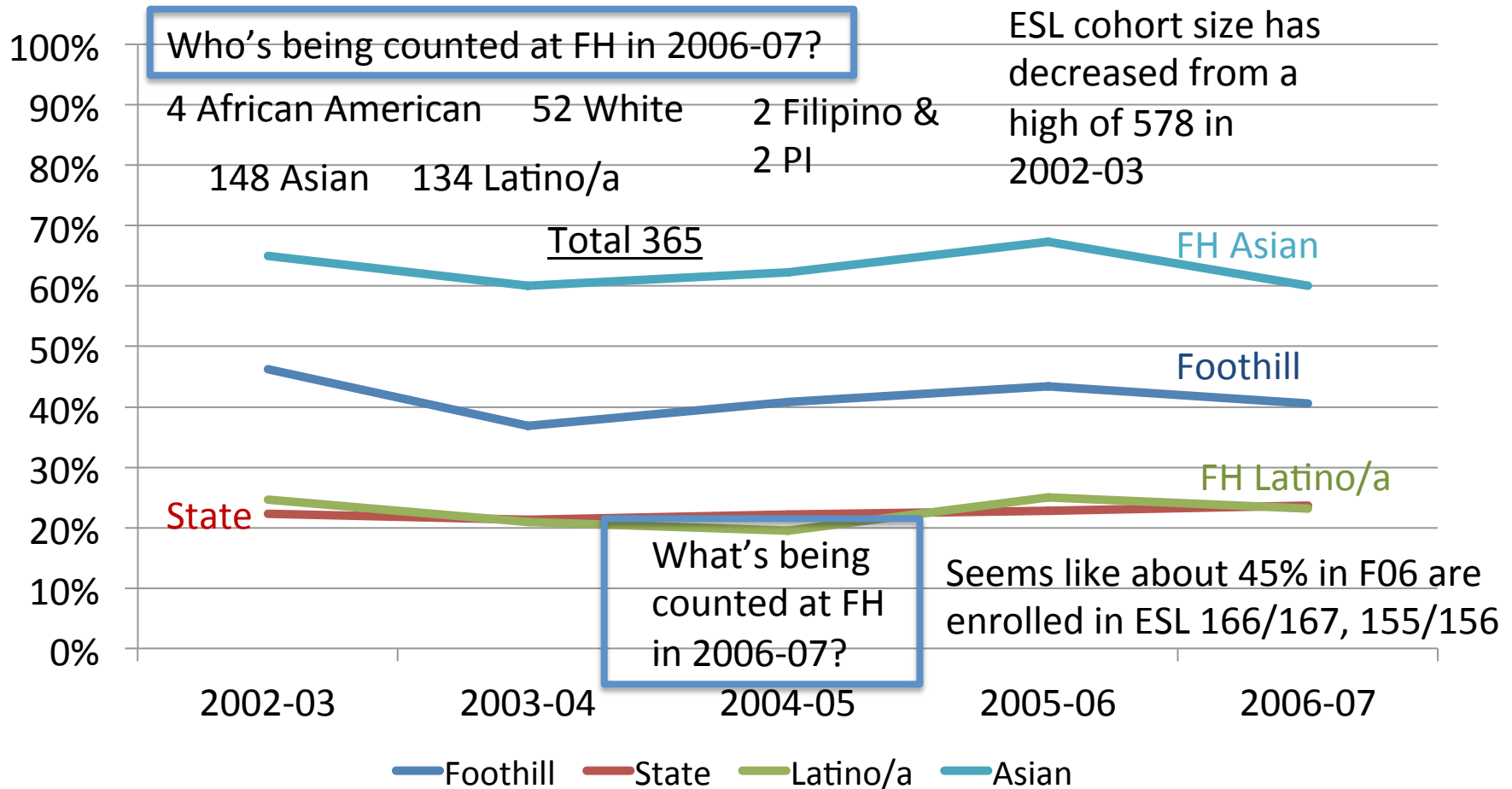
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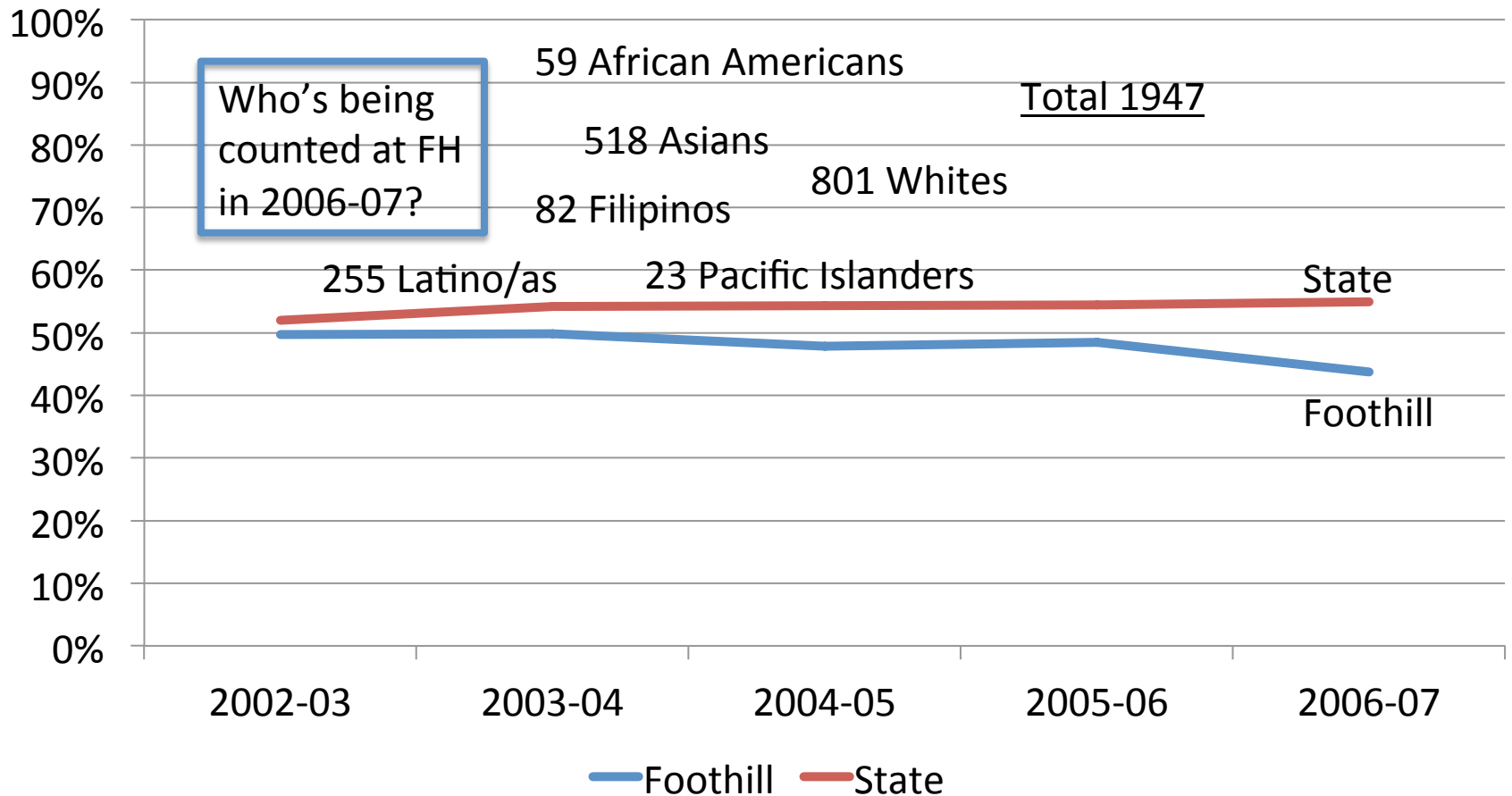
ESLL

What was being coded as basic skills (CB21) during this period affects what's being counted at the state level



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Career Technical Education



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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



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?



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



Check it out!

- Student Success Scorecard

<http://scorecard.cccco.edu>

<http://www.foothill.edu>



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