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
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)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>52.1%</td>
</tr>
<tr>
<td>Male</td>
<td>46.8%</td>
</tr>
<tr>
<td>Unknown Gender</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>23.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>3.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.8%</td>
</tr>
<tr>
<td>White</td>
<td>38.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3.7%</td>
</tr>
<tr>
<td>Unknown Ethnicity</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

Over half of 2011-12 students are between ages 20 to 49. Asians, Hispanics and Whites compose over three-fourths of students enrolled.

### Other Information (2011-12)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Equivalent Students</td>
<td>11,734.5</td>
</tr>
<tr>
<td>Credit Sections</td>
<td>4,509</td>
</tr>
<tr>
<td>Non-Credit Sections</td>
<td>238</td>
</tr>
<tr>
<td>Median Credit Section Size</td>
<td>26</td>
</tr>
<tr>
<td>Percentage of Full-Time Faculty</td>
<td>55.5%</td>
</tr>
</tbody>
</table>
College Indicators

• Tracking students over six years
• Scorecard focuses on 2006-07 cohort
• Data available for five cohorts
  – 2002-03 to 2006-07
Prepared/Unprepared determined by lowest attempted Math or English course
Completion Peer Grouping

Overall Completion Rates

<table>
<thead>
<tr>
<th>Peer Group</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>65%</td>
</tr>
<tr>
<td>Low</td>
<td>47%</td>
</tr>
<tr>
<td>Average</td>
<td>55%</td>
</tr>
</tbody>
</table>
Foothill reports lower persistence rates when compared to state figures. About one-third of Foothill completers did not persist.
Foothill’s cohorts tend to attain 30 units at a higher rate when compared to state figures.

Prepared students attain 30 units at a higher rate compared to those Unprepared.
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
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
Who’s being counted at FH in 2006-07?
- 29 African Americans
- 16 Asians
- 87 Latino/as
- Total 281

What’s being counted in 2006-07?
- Mainly Math My Way
- Over 40% of cohort
- White
- Asian
- Filipino
- African American
- Latino/a
- State

Cohort size decreased from a high of 424 students in 2002-03


Foothill Math State Math Latino/a African American Filipino Asian White
Who’s being counted at FH in 2006-07?

Mainly English 100 as well as 104 A/B, 205 and 215

What’s being counted at FH in 2006-07?

55 African Americans
52 Asians
26 Filipinos
142 Latino/as
157 Whites

Total 500

Cohort size has decreased steadily from 905 in 2002-03
Who’s being counted at FH in 2006-07?

- 4 African American
- 148 Asian
- 52 White
- 134 Latino/a
- 2 Filipino & PI
- 2 P.I.

Total 365

What’s being counted at FH in 2006-07?

ESL cohort size has decreased from a high of 578 in 2002-03.

Seems like about 45% in F06 are enrolled in ESL 166/167, 155/156.
Who’s being counted at FH in 2006-07?

- 59 African Americans
- 518 Asians
- 82 Filipinos
- 255 Latino/as
- 23 Pacific Islanders
- 801 Whites

Total 1947


Foothill State

Foothill College
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