FOOTHILL COLLEGE

Student Equity: Enrollment and Outcome Trends

Academic Senate Presentation

May 13, 2013

T. Margesson, M. Navi & E. Kuo
FHDA IR&P

Overview

- Breakdown of regional, local population by ethnicity

- Compared with the ethnicities represented in Foothill's student population

- Examine trend lines over 6 years

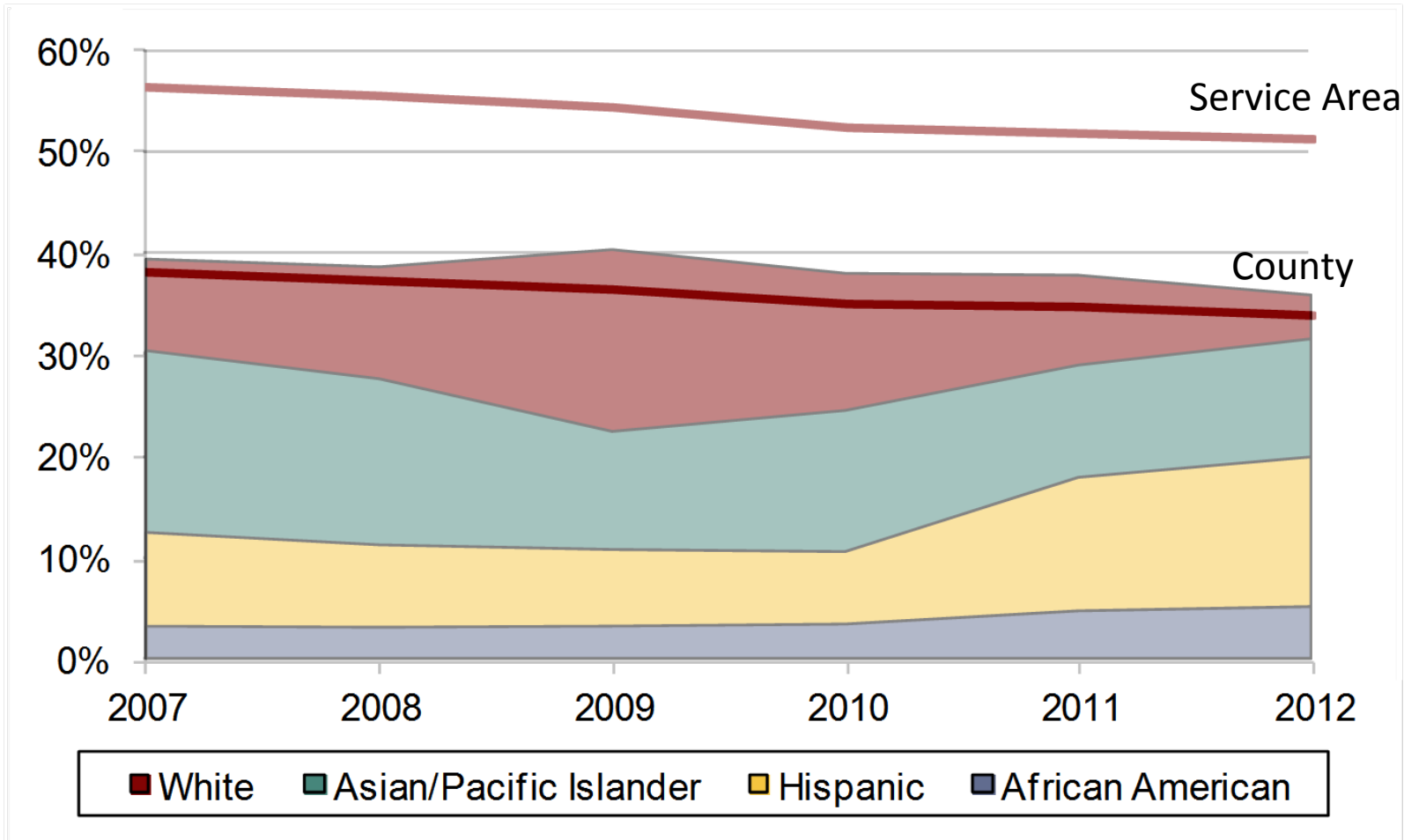- Report on how Foothill students are performing along state completion measures

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Part I:
Foothill Students and Local Population

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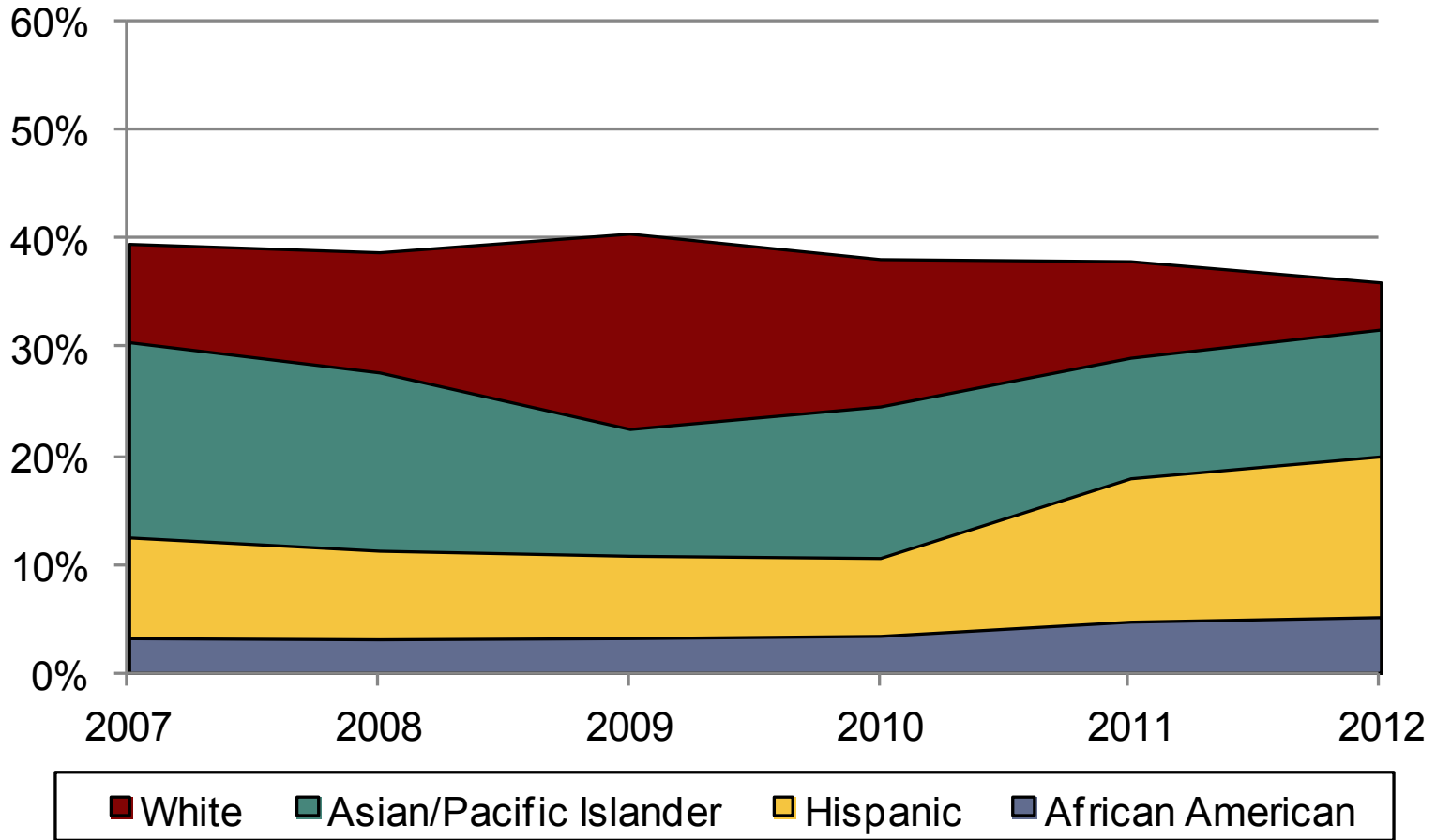
Foothill College Fall 2007-Fall 2012
Enrollment by Ethnicity

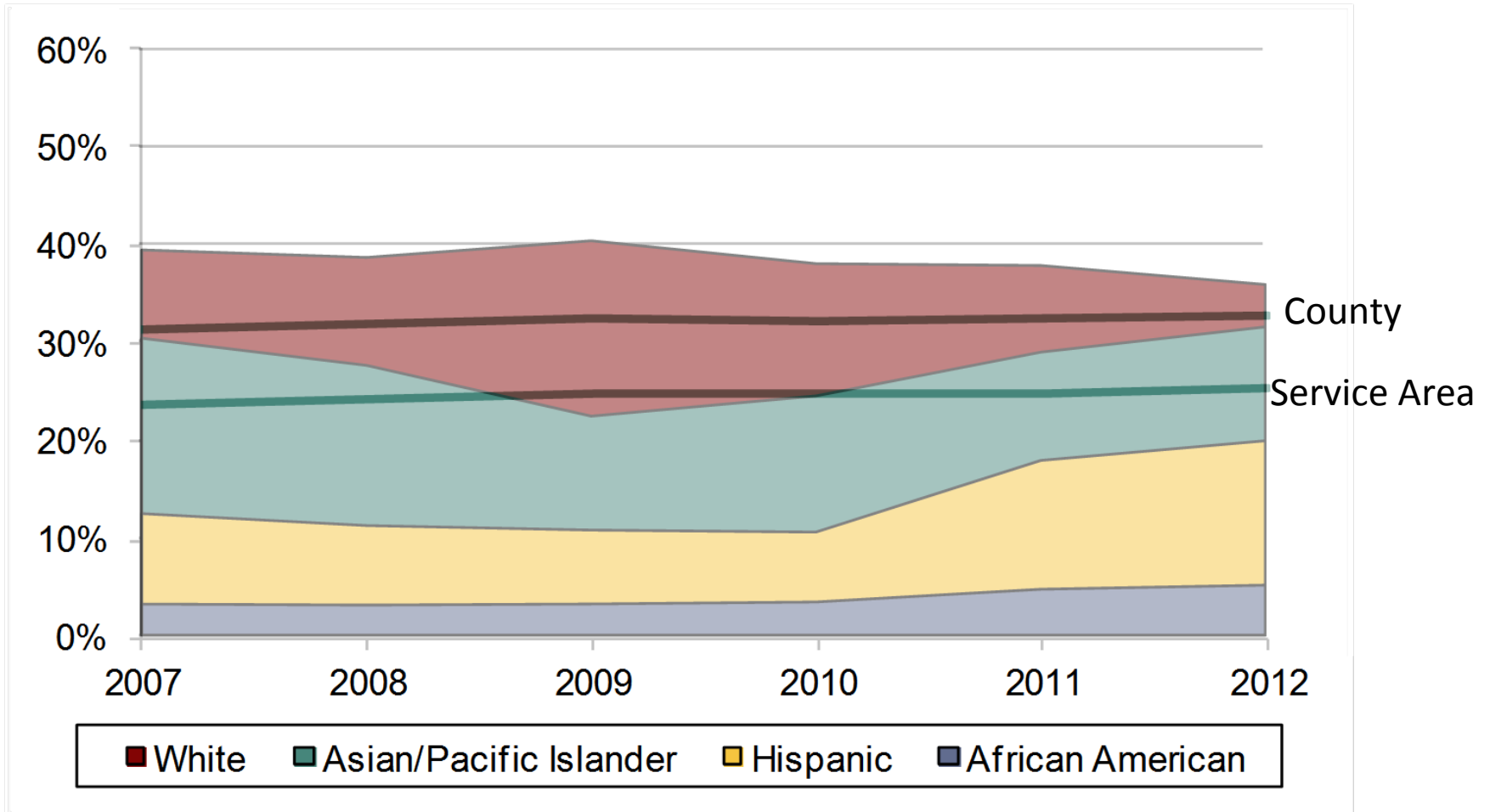Legend: ■ White ■ Asian/Pacific Islander ■ Hispanic ■ African American
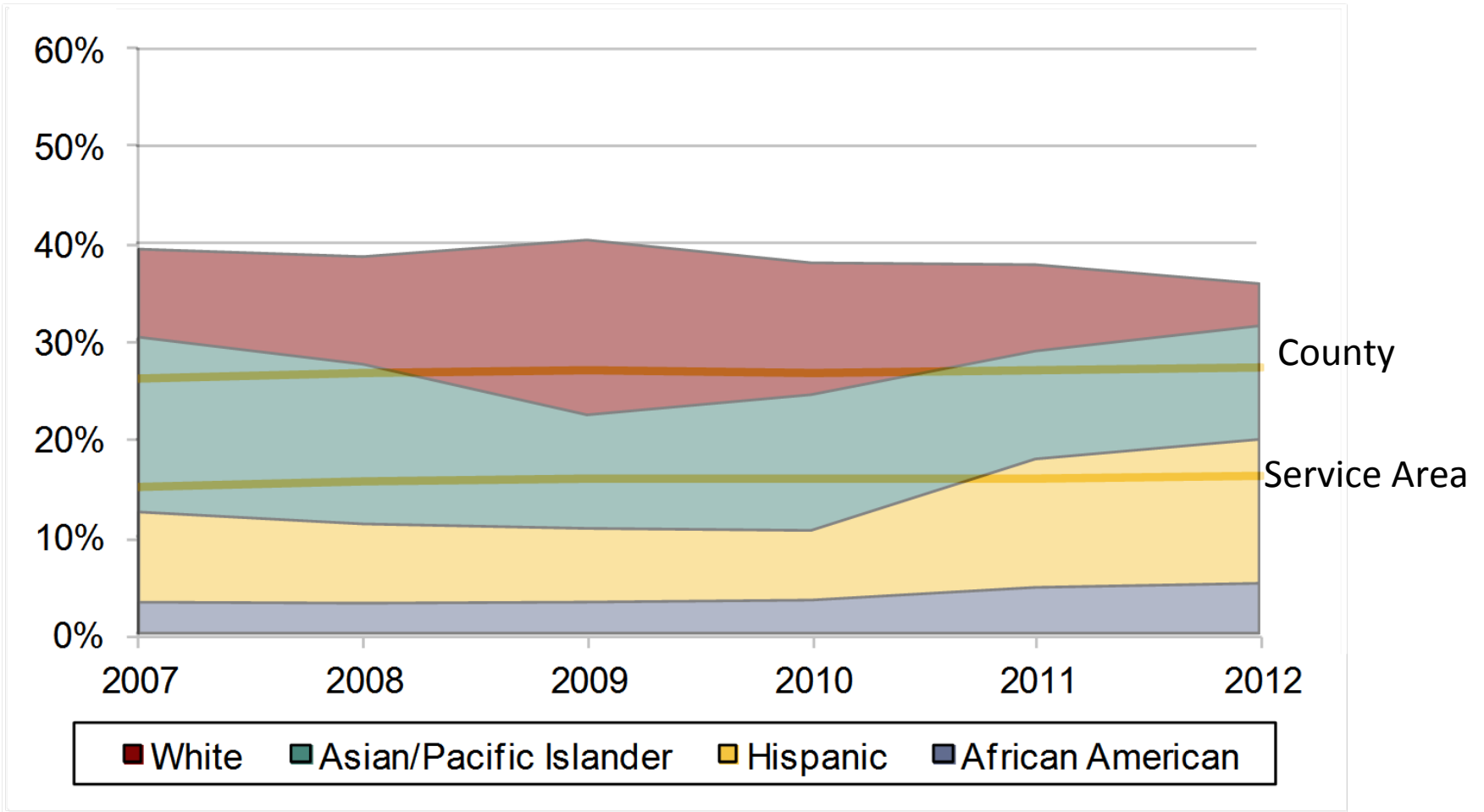
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Foothill College Fall 2007-Fall 2012
Student Enrollment and Population
County and Service Area Overlay

Foothill College Fall 2007-Fall 2012
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Foothill College Fall 2007-Fall 2012
Student Enrollment and Population
County and Service Area Overlay

County

Service Area

Legend: ■ White ■ Asian/Pacific Islander ■ Hispanic ■ African American

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Foothill College Fall 2007-Fall 2012
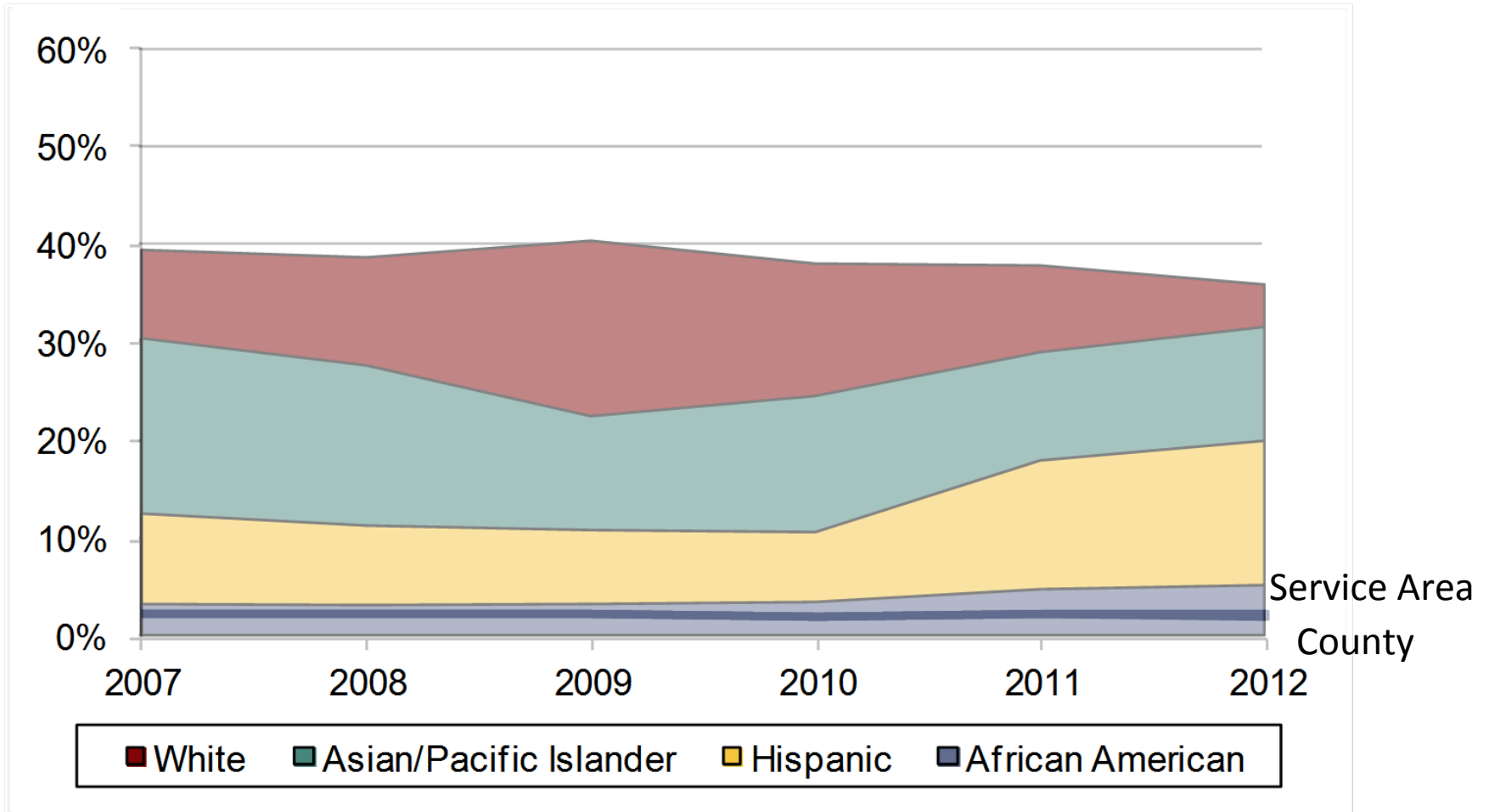## Student Enrollment and Population
County and Service Area Overlay

Legend: White, Asian/Pacific Islander, Hispanic, African American

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Foothill College Fall 2007-Fall 2012
Student Enrollment by Ethnicity

Legend: Fillipino, Pacific Islander, Native American
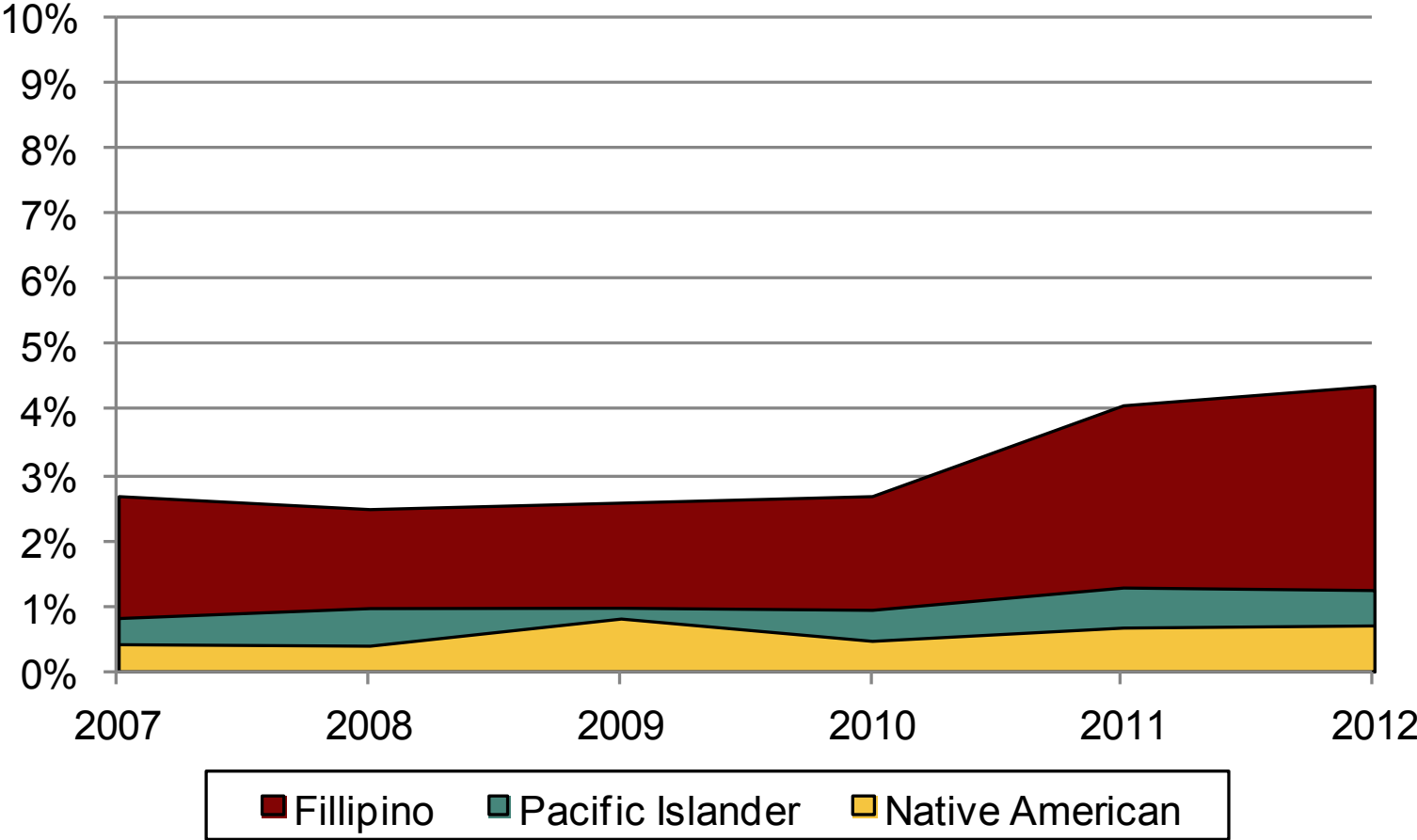
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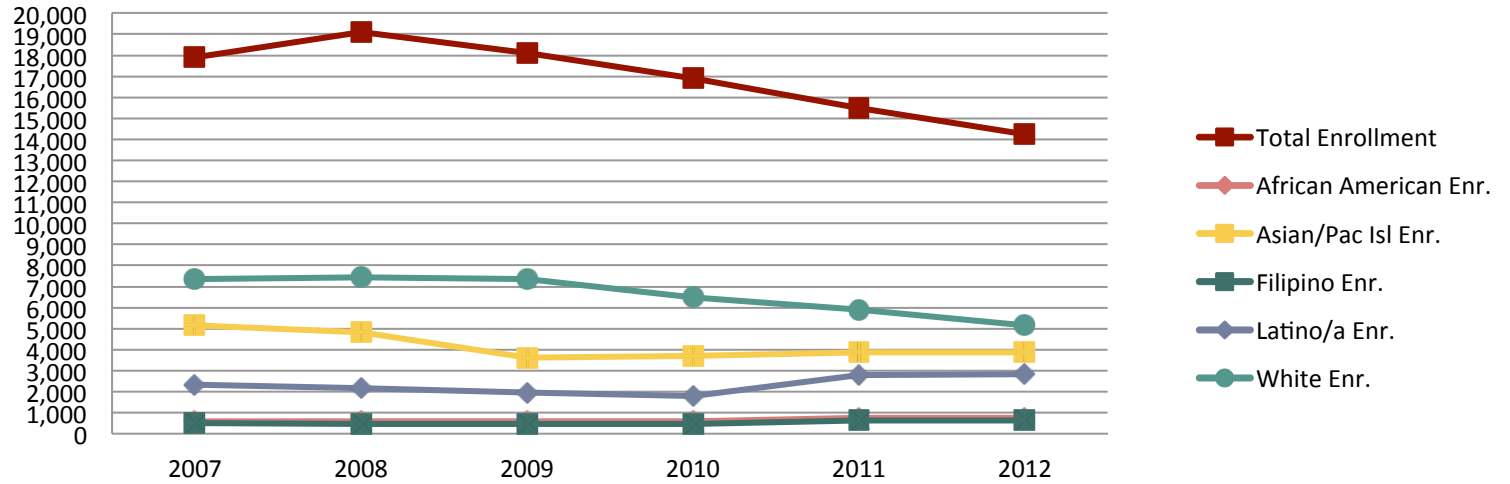
Foothill College Fall 2007-Fall 2012
Student Enrollment and Population
County Overlay
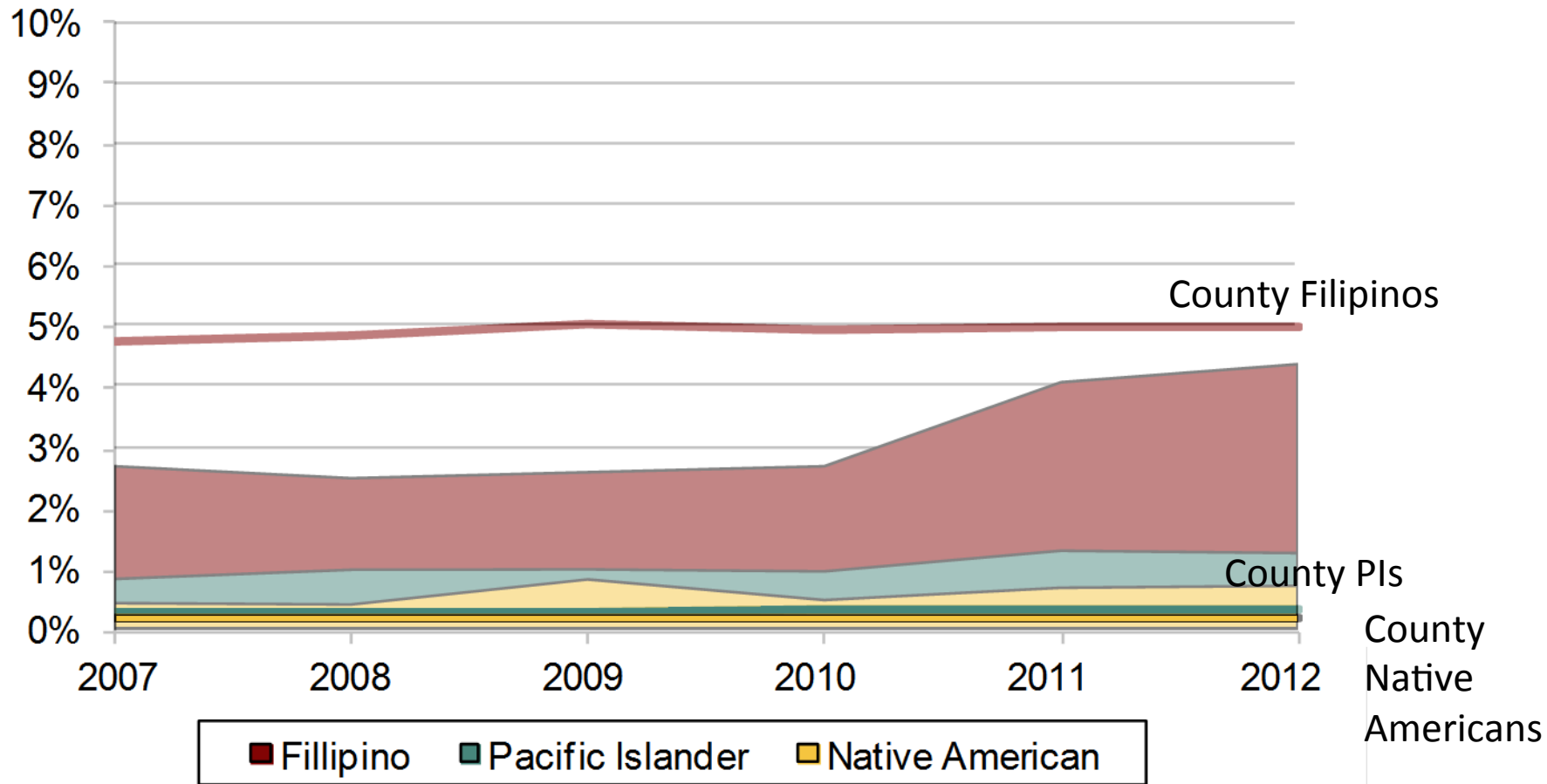
Part II:
Foothill Students and Employees

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Foothill College Fall 2007-Fall 2012
Enrollment Headcount by Ethnicity

Legend:
- Total Enrollment
- African American Enr.
- Asian/Pac Isl Enr.
- Filipino Enr.
- Latino/a Enr.
- White Enr.

Foothill College Fall 2007-Fall 2012
Enrollment by Ethnicity without F1 Students

Legend:
- Asian/Pac Isl Enr.
- Asian/Pac Isl w/o F1
- African American Enr.
- African American w/o F1
- Filipino Enr.
- Filipino w/o F1
- Latino/a Enr.
- Latino/a w/o F1
- White Enr.
- White w/o F1

IR&D District Website Fall 2007 to 2012
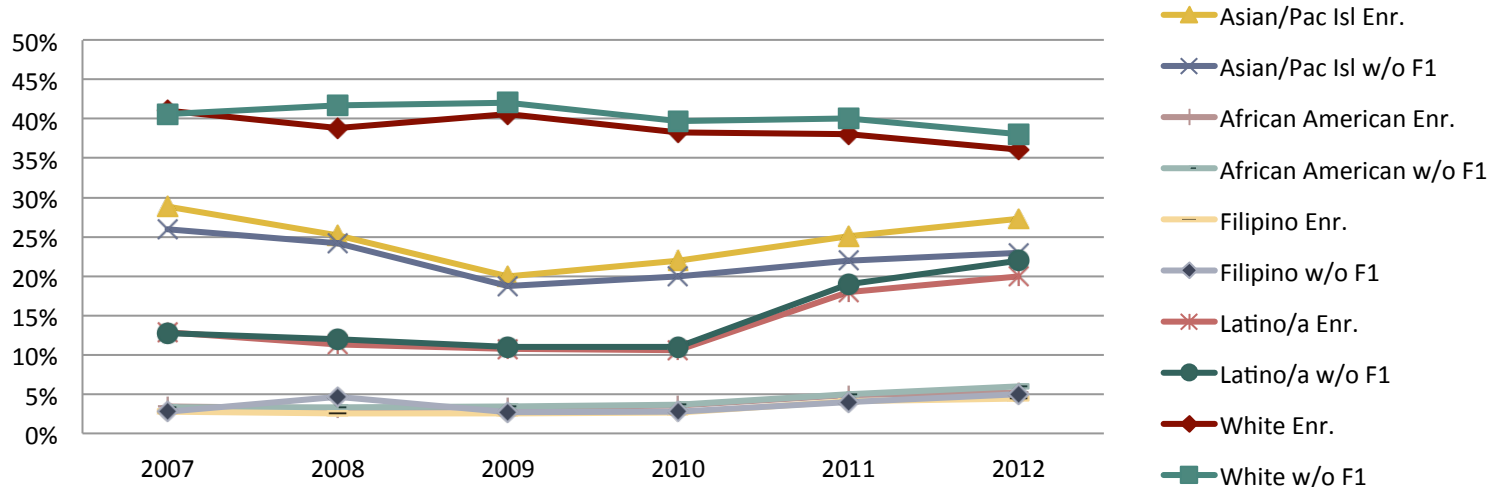
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Foothill College Fall 2007-Fall 2012
Employee Headcount by Classification

Legend: Admin, Faculty, Latino/a Faculty, Staff

Foothill College Fall 2007- Fall 2012
Employee Headcount by Ethnicity

Legend: Employment, African American Employees, Asian/Pac Is Employees, Filipino Employees, Latino/a Employees, White Employees
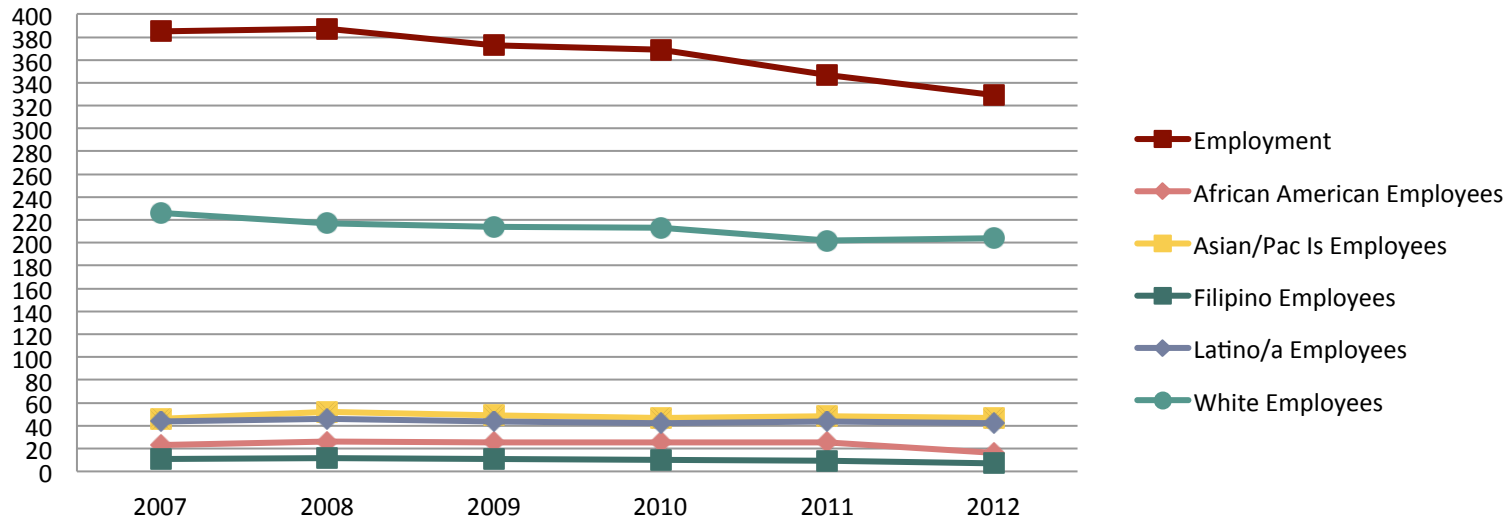
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Foothill College Fall 2007-Fall 2012
Enrollment and Employee Percentage by Ethnicity

Legend:
- African American Enr.
- African American Employee
- Asian/Pac Isl Enr.
- Asian/Pac Isl Employee
- Filipino Enr.
- Filipino Employee
- Latino/a Enr.
- Latino/a Employee
- White Enr.
- White Employee
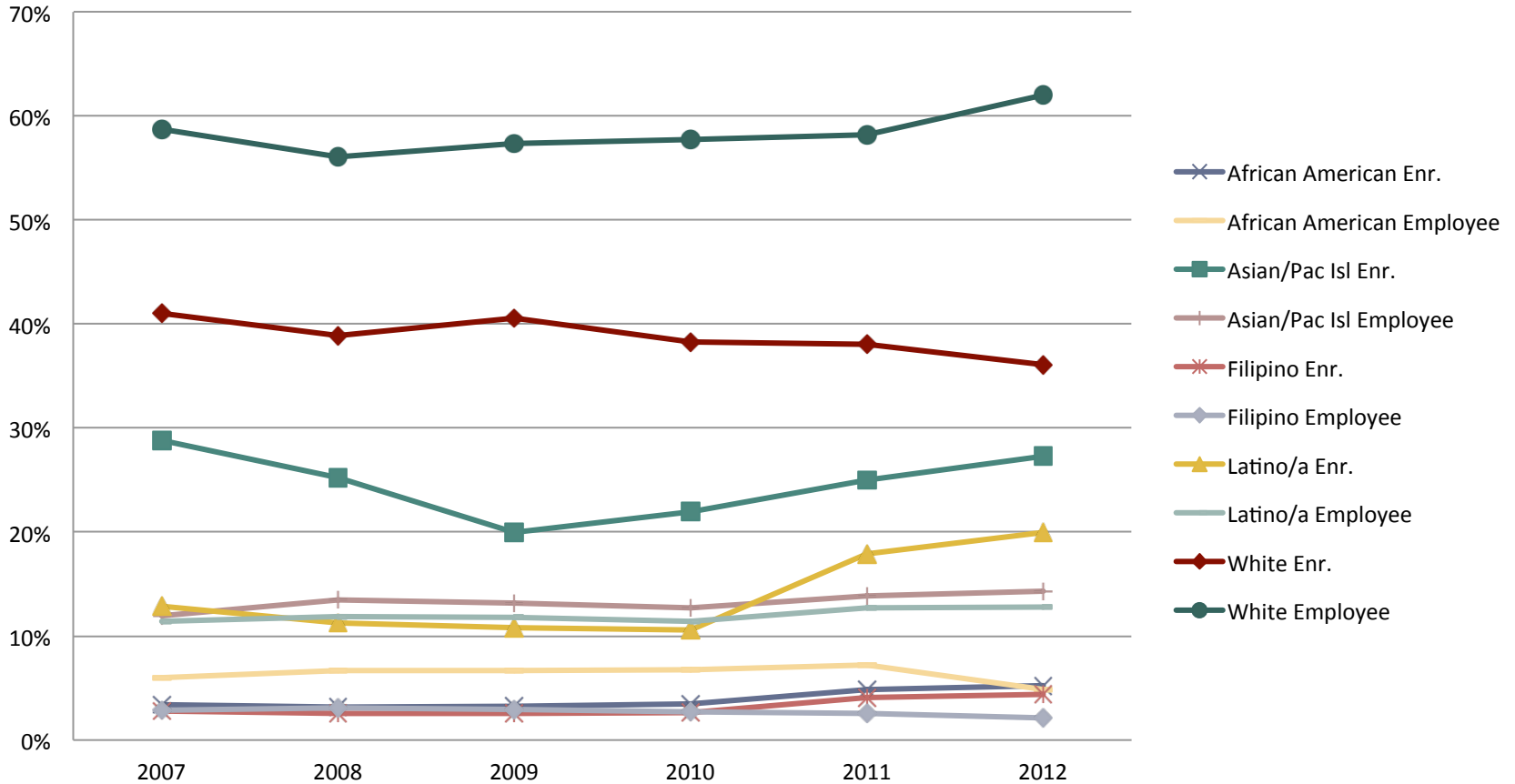
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**Foothill College Fall Full Time Faculty by Ethnicity
Fall 2007-Fall 2012**

Legend:
- Total
- African American
- Asian/Pacific Islander
- Filipino
- Latino/a
- White
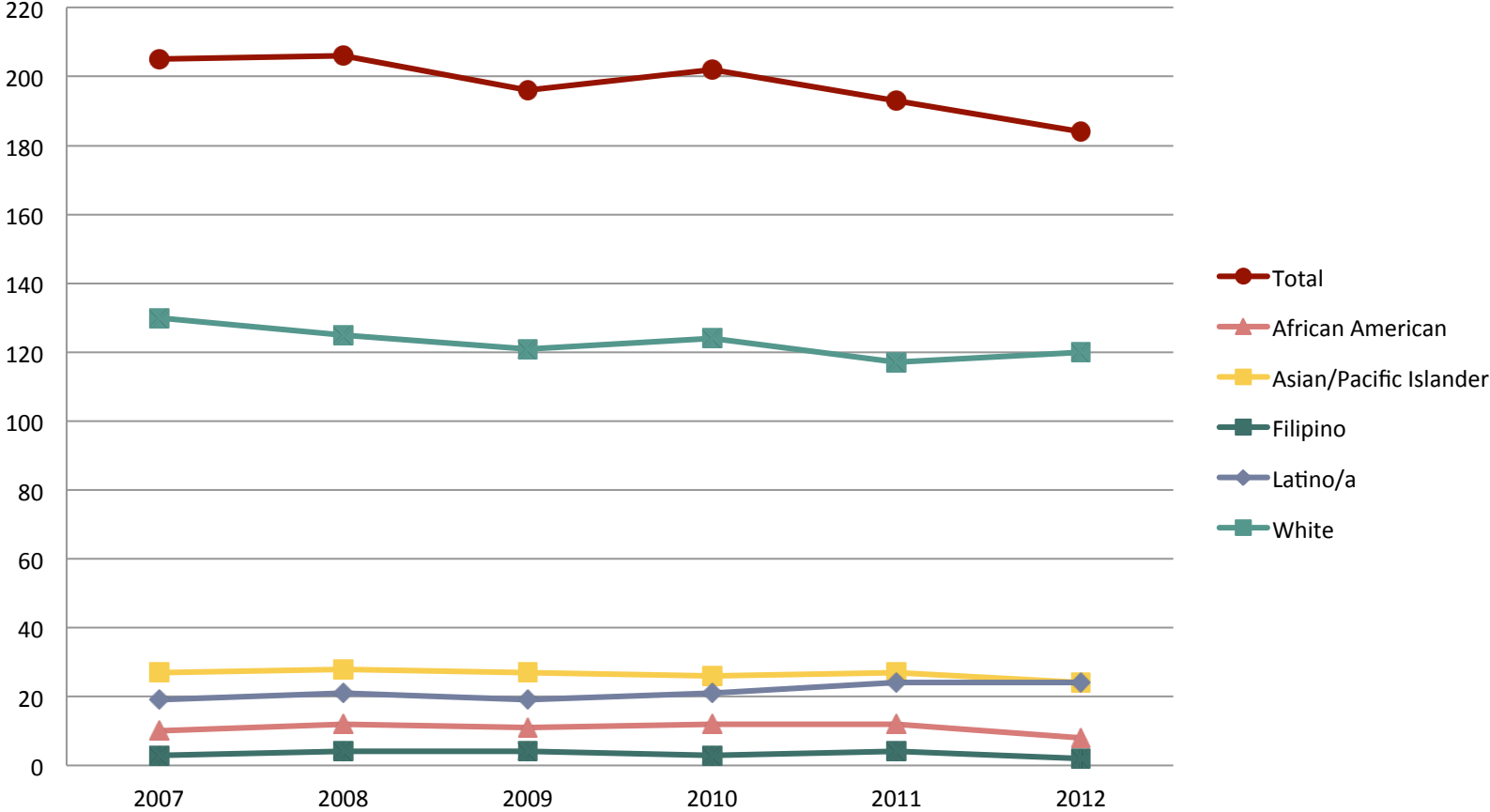
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Foothill College Fall Classified Staff by Ethnicity Fall 2007-Fall 2012

Legend:
- Total
- African American
- Asian/Pacific Islander
- Filipino
- Latino/a
- White
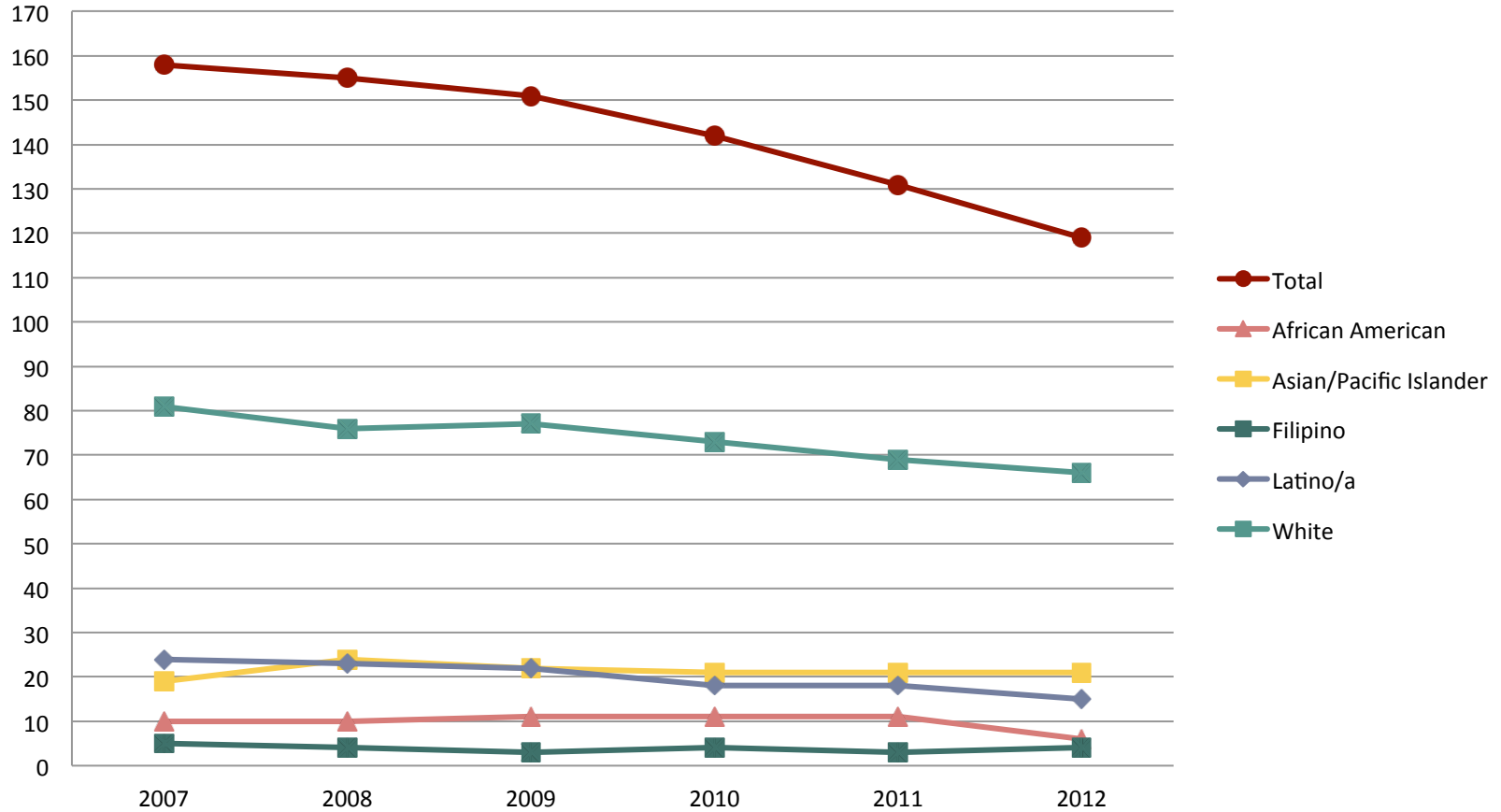
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Foothill College Fall Administrators by Ethnicity
Fall 2007 to Fall 2012

Legend:
- Total
- African American
- Asian/Pacific Islander
- Filipino
- Latino/a
- White

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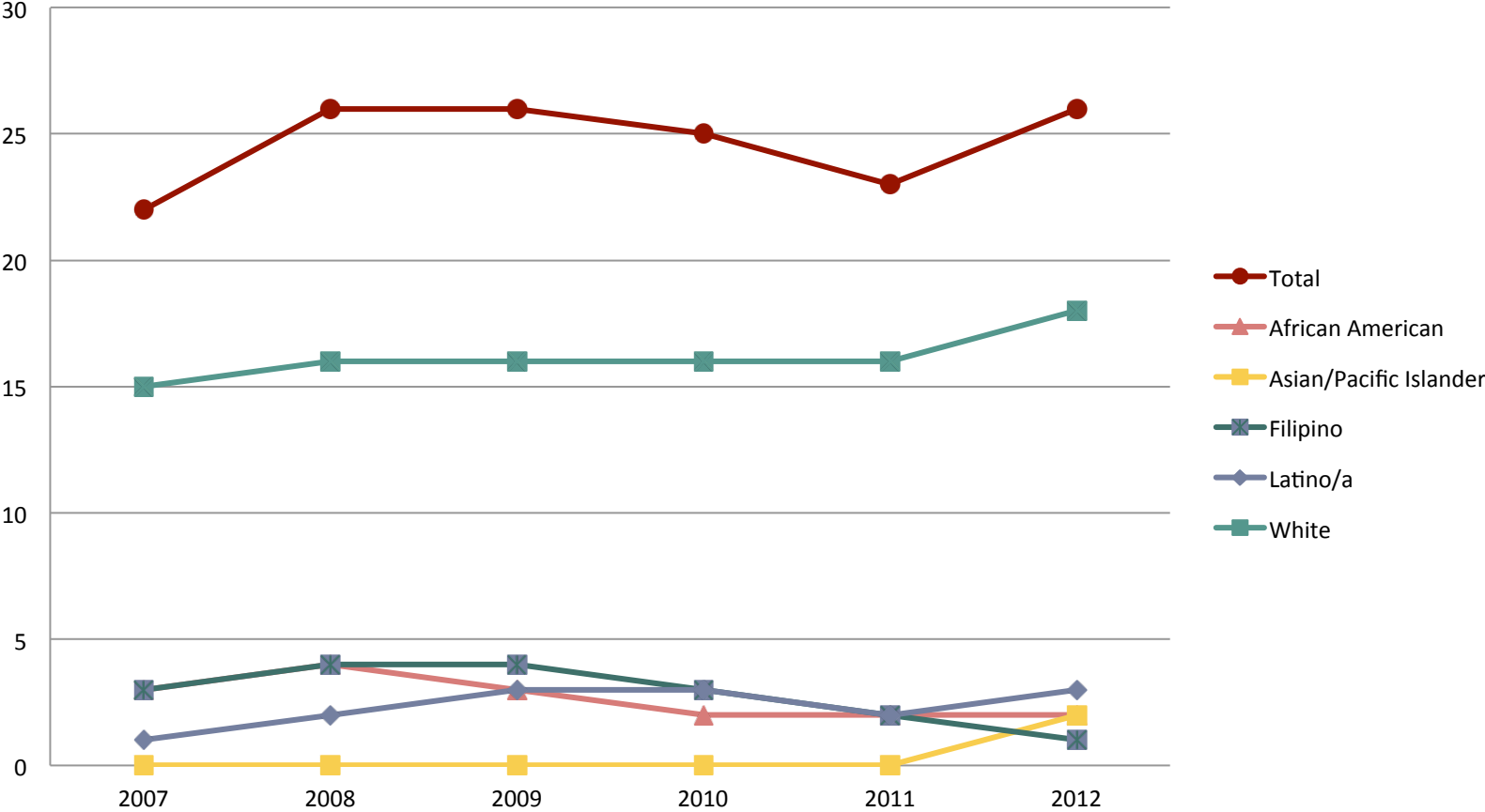
What do the numbers say?

- Data shows us trend lines and historical patterns

- Must consider how this information informs goals related to student equity

- Ethnicity is just one piece of equity
  - Exploration on other characteristics are needed

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Part III:
Foothill Students and Outcomes

Placement at Below College Level

Foothill College
Students Placing Below College Level in Math and English by Ethnicity
Fall 2011 and Fall 2012
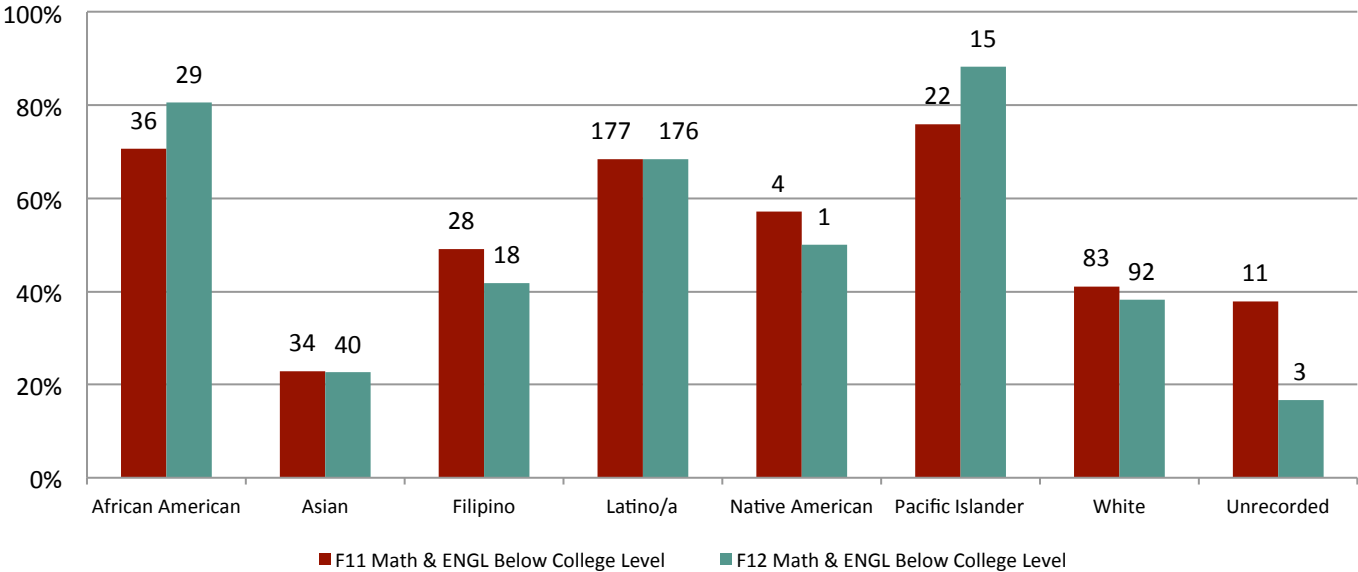
Source: FHDA IR&P, ODS

More Latinos are placing at a high rate at below college level in Math and English when compared to other groups.

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Course Success and Retention Comparison

**Foothill College
Fall Course Success and Retention Rates
Compared to Statewide Average**

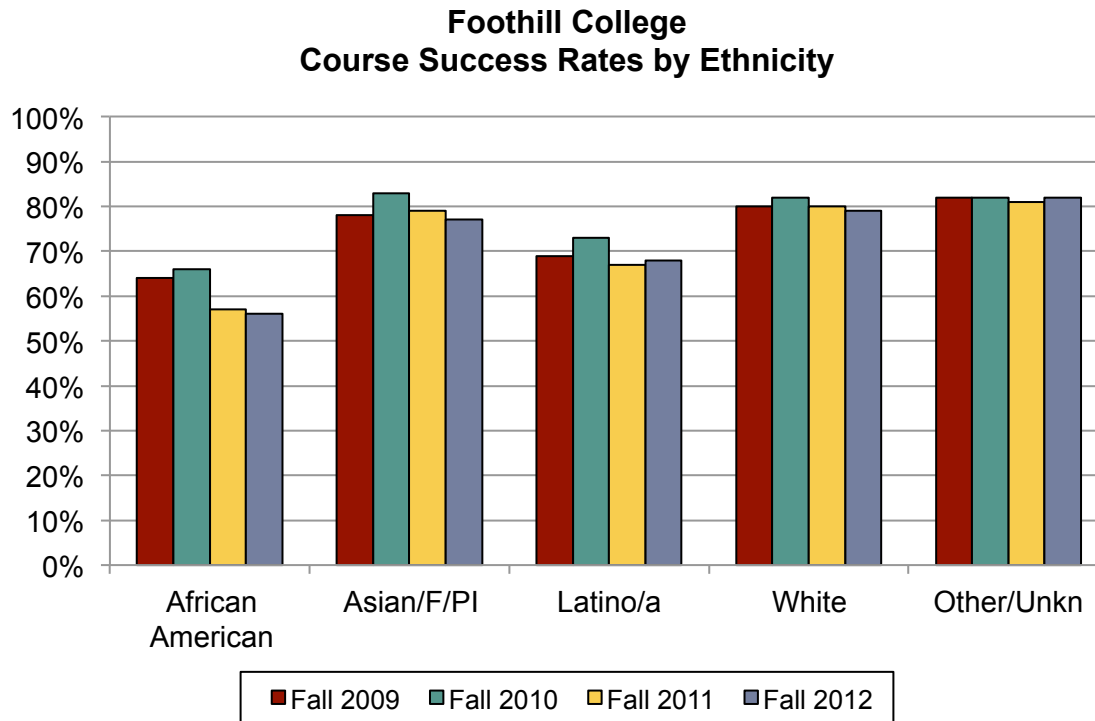Legend: Foothill Retention, State Retention, Foothill Success, State Success
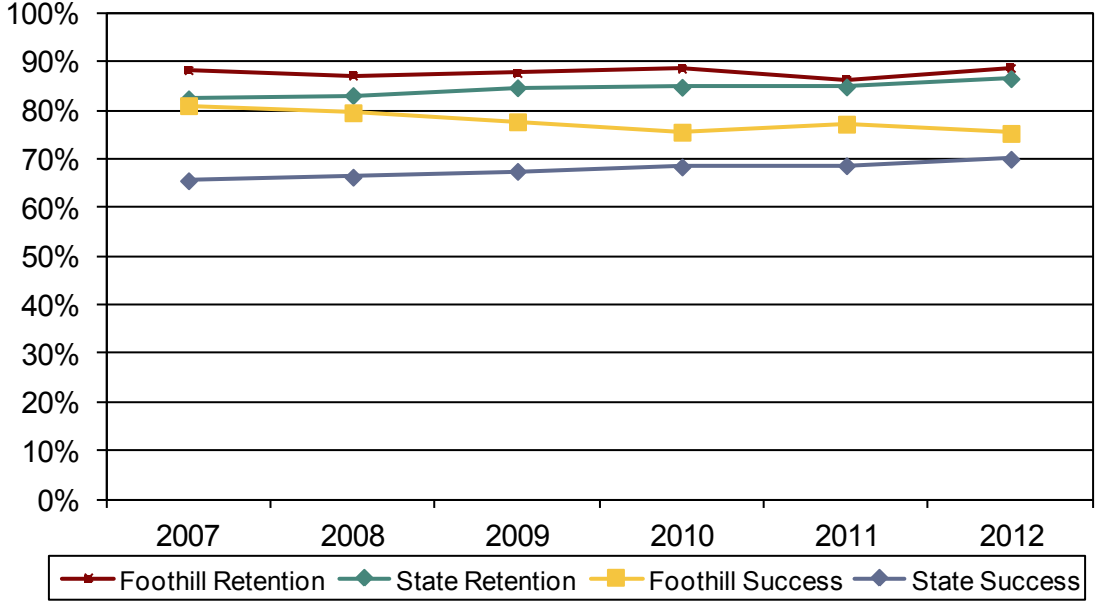
Source: CCCCO Datamart

Foothill continues to experience a higher retention and course success rate when compared to the statewide average.

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Course Success Rates by Ethnicity

**Foothill College
Course Success Rates by Ethnicity**

Other/Unk n includes Native American, Other, Unknown and Decline to State.   Source: FHDA IR&P
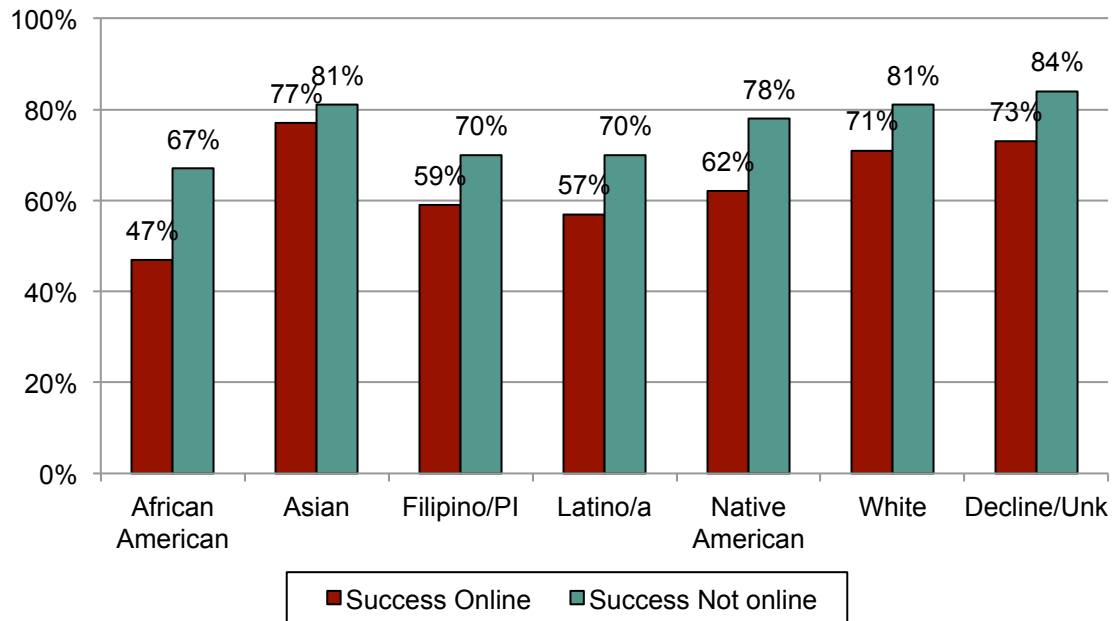
African American and Latino/a experience course success at a lower rate compared to other groups.

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Online and Not Online Course Success

Foothill 2011-12 Course Success Rates by Instructional Method and Ethnicity

All students, regardless of ethnicity, appear to experience success at a lower rate in online courses.

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Source: FHDA IR&P

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%

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%

Over half of 2011-12 students are between ages 20 to 49

FT Faculty based on district figures

Asians, Hispanics and Whites compose over three-fourths of students enrolled

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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
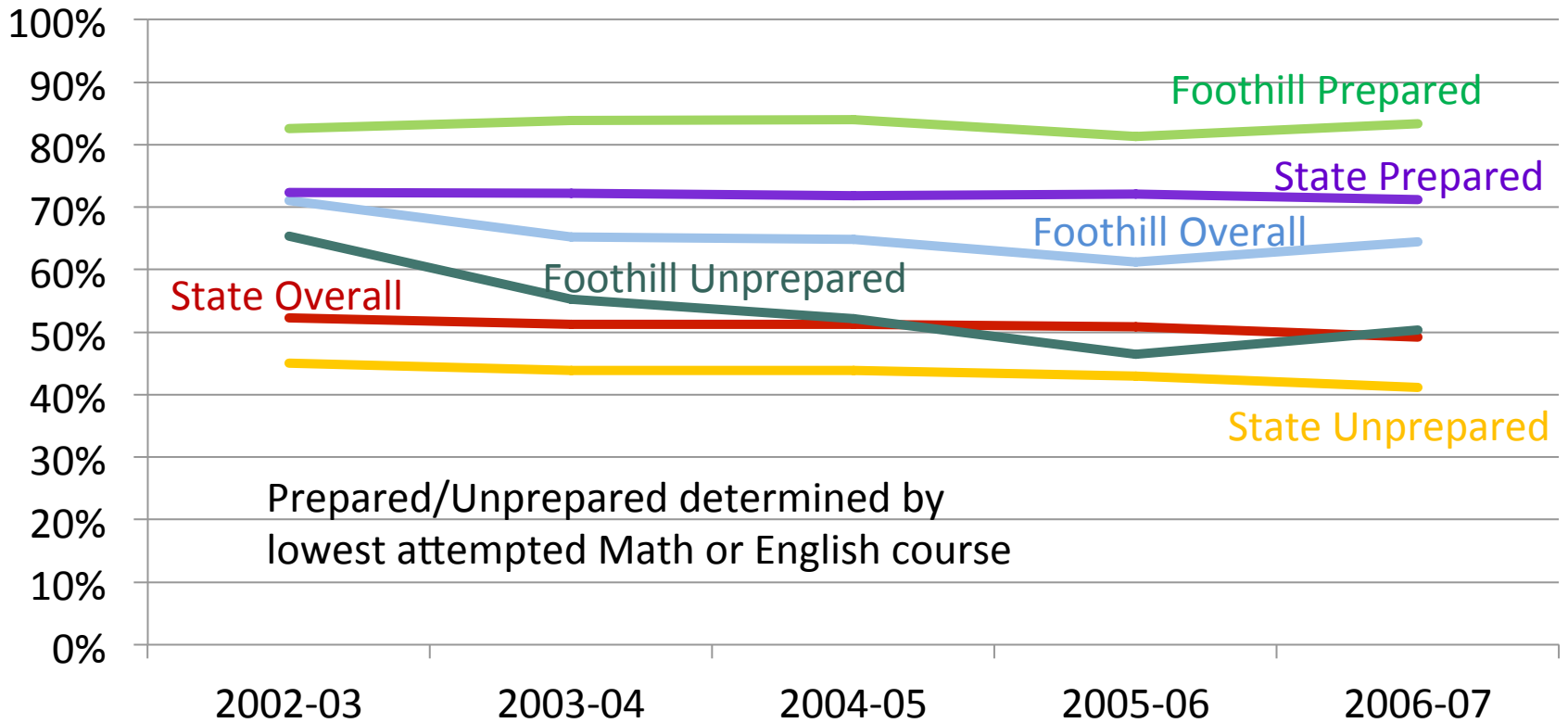
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What outcomes are counted?

- 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

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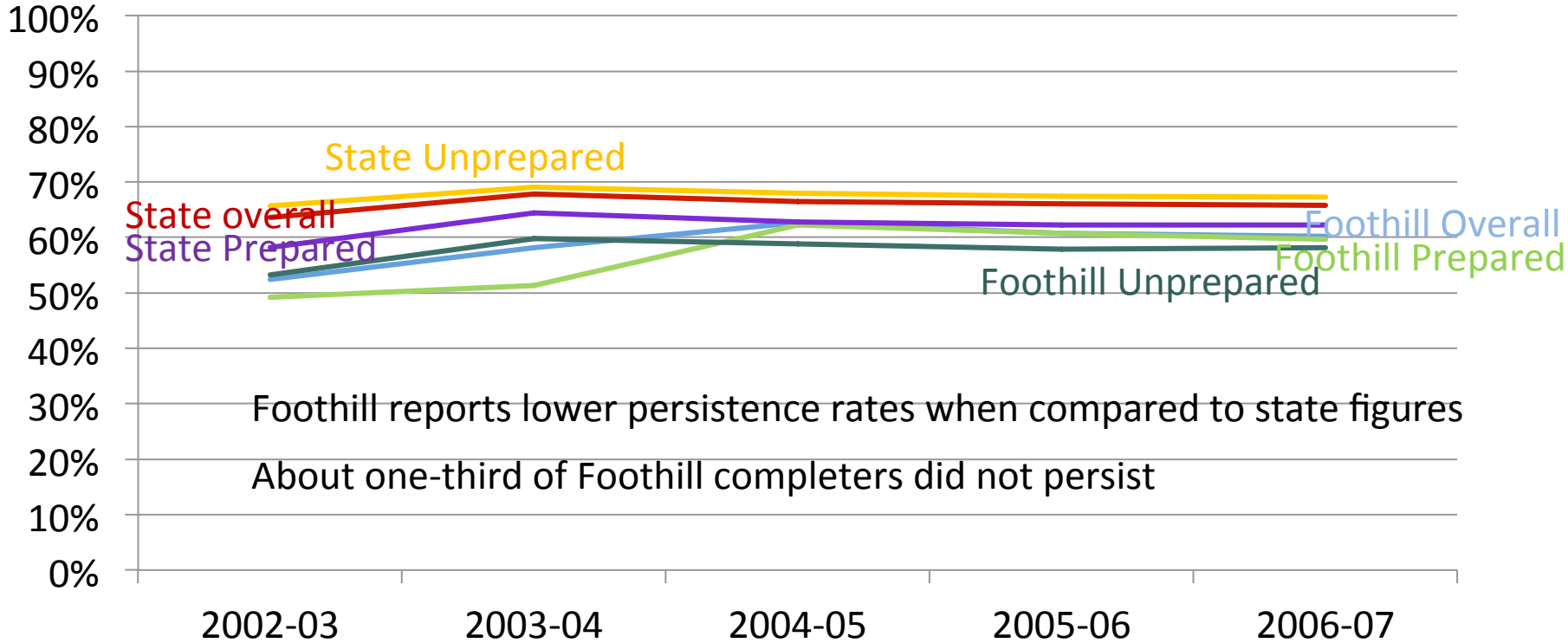
Completion

Foothill Prepared

State Prepared

Foothill Overall

Foothill Unprepared

State Overall

State Unprepared

Prepared/Unprepared determined by
lowest attempted Math or English course

Legend: Foothill Overall — State Overall — Foothill Prepared — State Prepared — Foothill Unprepared — State Unprepared

x-axis: 2002-03, 2003-04, 2004-05, 2005-06, 2006-07
y-axis: 0% to 100%

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Persistence

Attain 30 Units

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

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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?

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Part IV:
Student Voices

Student Support (Re)defined

- Phase one of a three-year study
  - Focus on student perspectives
- Interviewed nearly 900 students
  - Phone surveys, focus groups
- Oversampled African American and Latino students
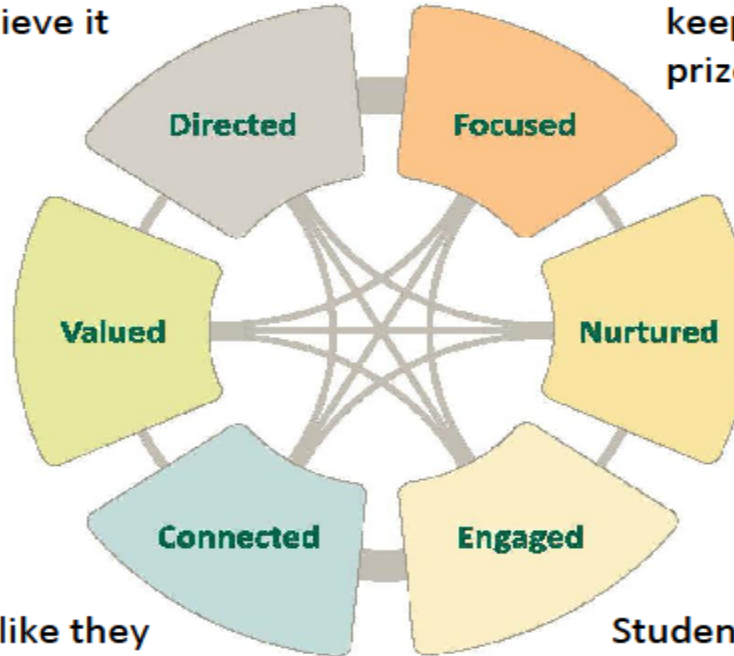- Thirteen CA community colleges

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Student Support (Re)defined

Key Themes

- Acknowledge **students as key agents in their own educational success**
- Speak directly to the need to **teach students how to succeed**
- Underscore the importance of **comprehensive service delivery to targeted populations**
- Recognize the important role the entire **college community** plays in student success, but emphasize the need for **faculty leadership**

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Connecting Target Students

- African-American, Latino and first-generation students in this study highlighted the following as key to their success:

  – Connecting with necessary and available **financial assistance**

  – Experiencing **opportunities to connect with others**, including peers and educators, both **during and outside of class**

  – Receiving academic assistance outside of class through either **formal tutoring and mentoring programs or informal study groups** and peer networks

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Connecting Target Students

- African-American, Latino and first-generation students in this study highlighted the following as key to their success:

  – Feeling **their success mattered to others**

  – Having their **family history and culture valued** in the educational setting

  – Taking part in their **campus community** and feeling **recognized for their contributions**

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What's next?

- What's the goal?

- What interventions can be attempted?

- How does it change how we do our work?

- Unpackage issues related to equity
  - Representation: Who is here?
  - Outcomes: What happens to those who are here?
  - Students: What do they say facilitates success?

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Sources

- Scorecard: http://foothill.edu, http://scorecard.cccco.edu

- Student Support (Re)defined: http://www.rpgroup.org/projects/student-support

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Student Suggestions

- Directed
  - Provide career exploration and discipline-specific advising
  - Connect students to academic support programs/services
  - Direct more intrusive outreach to first-generation and undecided students
- Focused
  - Provide regular feedback on students' performance and progress
  - Connect students with special programs
  - Develop resources that enable students to track their own progress
- Nurtured
  - Ensure students understand course material
  - Communicate and demonstrate that you care about student success

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Student Suggestions

- Engaged
  - Allow students to provide feedback formally and informally
  - Highlight advantages of and encourage participation in extracurricular activities
- Connected
  - Provide opportunities for peer-to-peer connections
  - Promote college as a place of pride and worth
- Valued
  - Create opportunities for/encourage feedback
  - Offer venues to share family history, culture and traditions
  - Recognize students' potential, encourage them to use their skills, abilities and experience to help others

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