Student Equity: Enrollment and Outcome Trends

Classified Senate Presentation
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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
Part I:
Foothill Students and Local Population
Foothill College Fall 2007-Fall 2012
Enrollment by Ethnicity

- 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
Student Enrollment and Population
County and Service Area Overlay

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

- Fillipino
- Pacific Islander
- Native American
Part II:
Foothill Students and Employees
Foothill College Fall 2007-Fall 2012
Employee Headcount by Classification

Foothill College Fall 2007- Fall 2012
Employee Headcount by Ethnicity
Foothill College Fall 2007-Fall 2012
Enrollment and Employee Percentage by Ethnicity

- 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
Foothill College Fall Administrators by Ethnicity
Fall 2007 to Fall 2012

- Total
- African American
- Asian/Pacific Islander
- Filipino
- Latino/a
- White
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
Part III:
Foothill Students and Outcomes
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.

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

Prepared/Unprepared determined by lowest attempted Math or English course
Persistence

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
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?
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
Student Support (Re)defined

Six Success Factors

Students have a goal & know how to achieve it

Students’ skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus & feel their contributions are appreciated

Students feel like they are part of the college community

Students stay on track—keeping their eyes on the prize

Students feel somebody wants & helps them to succeed

Students actively participate in their learning both in & out of class

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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
Student Suggestions

• Engaged
  – Allow students to provide feedback formally and informally
  – Highlight advantages 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
Key Themes

• Student motivation
• Teach students to be successful
• Highlight the value of student supports
• Provide comprehensive support to underrepresented populations
• Emphasize the importance of the campus community
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?
Sources

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

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