



FOOTHILL COLLEGE

Student Equity: Enrollment and Outcome Trends

Classified Senate Presentation

May 9, 2013

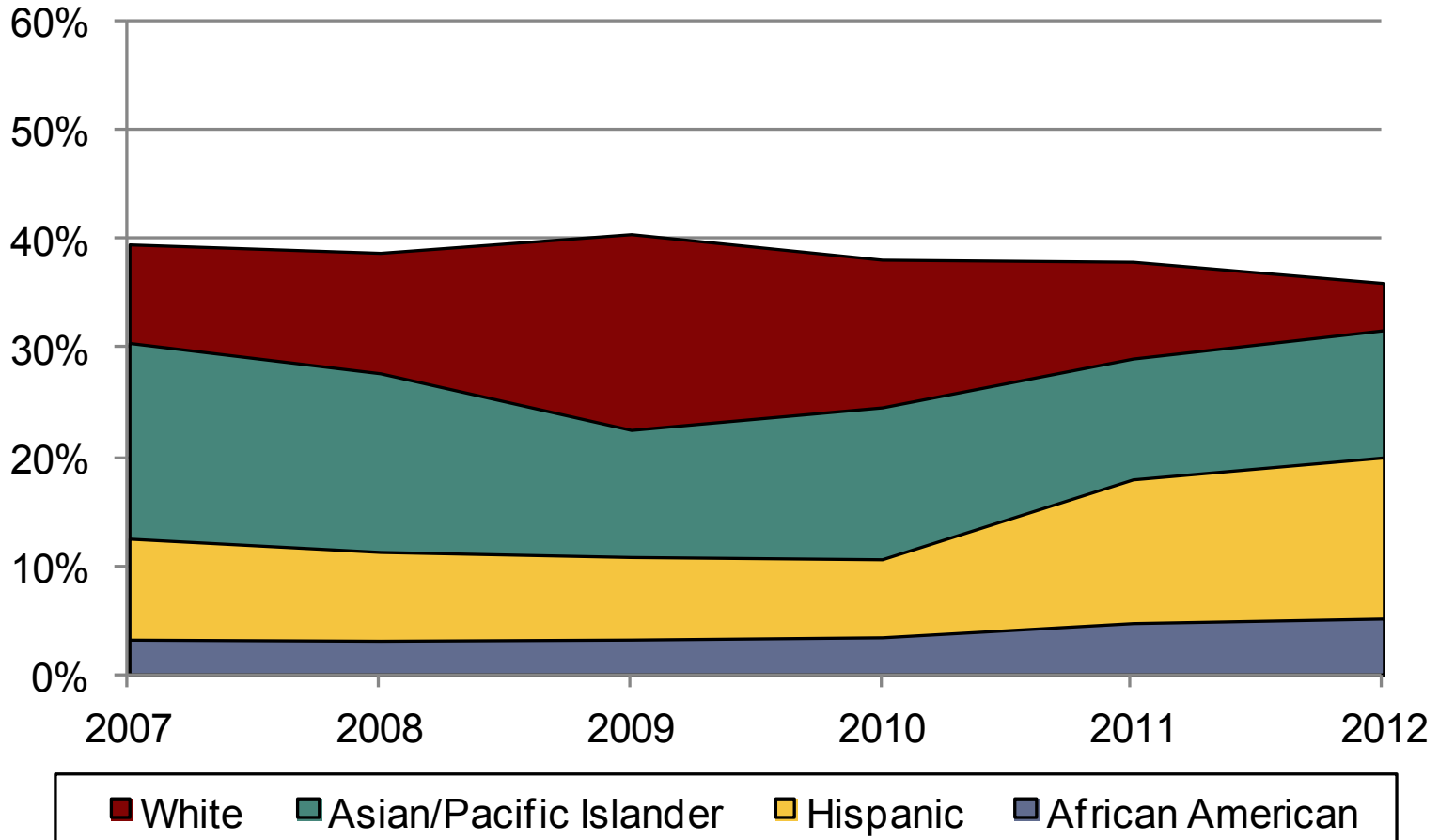
T. Margesson, M. Navi & E. Kuo
FHDA IR&P

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

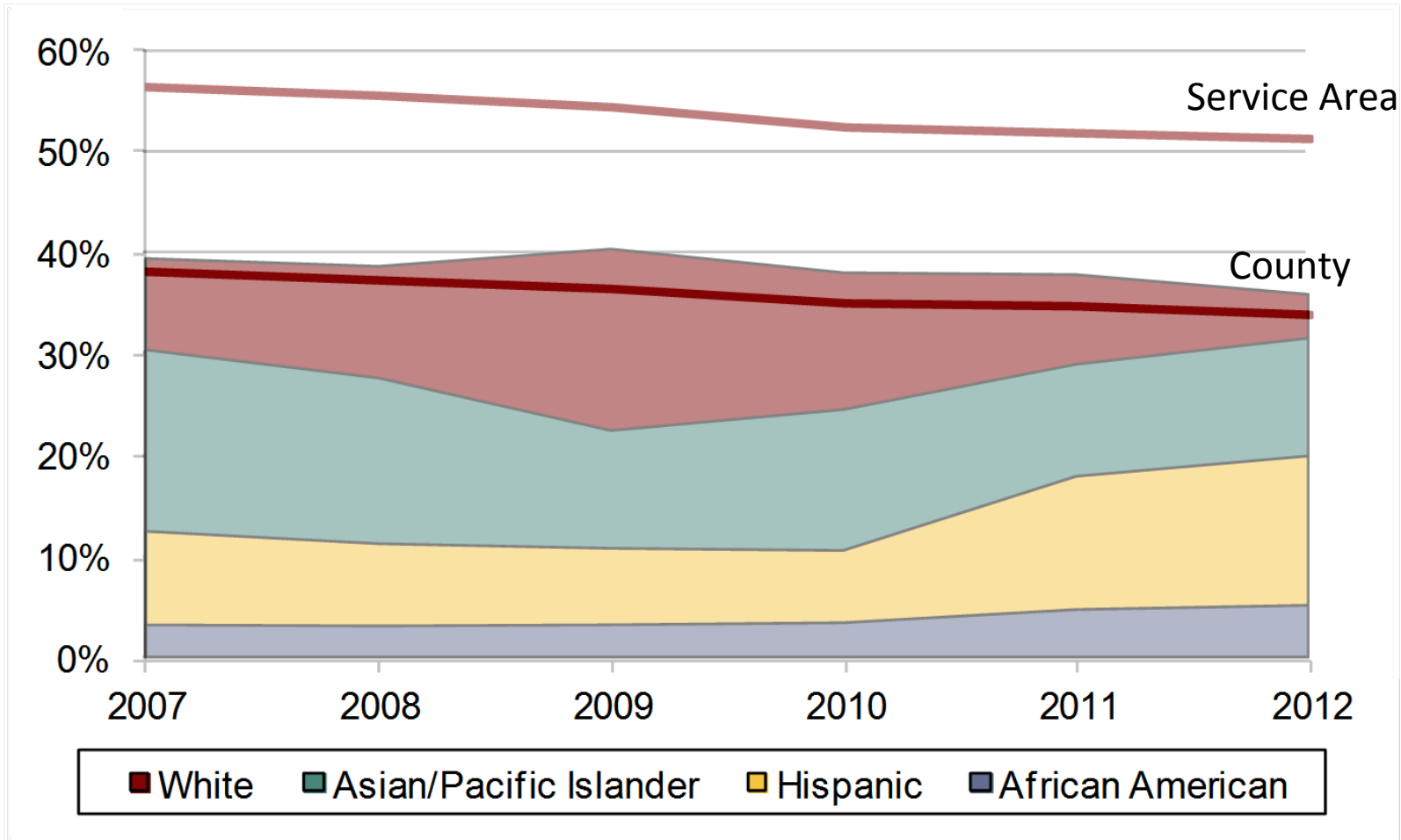
Part I:
Foothill Students and Local Population

Foothill College Fall 2007-Fall 2012 Enrollment by Ethnicity

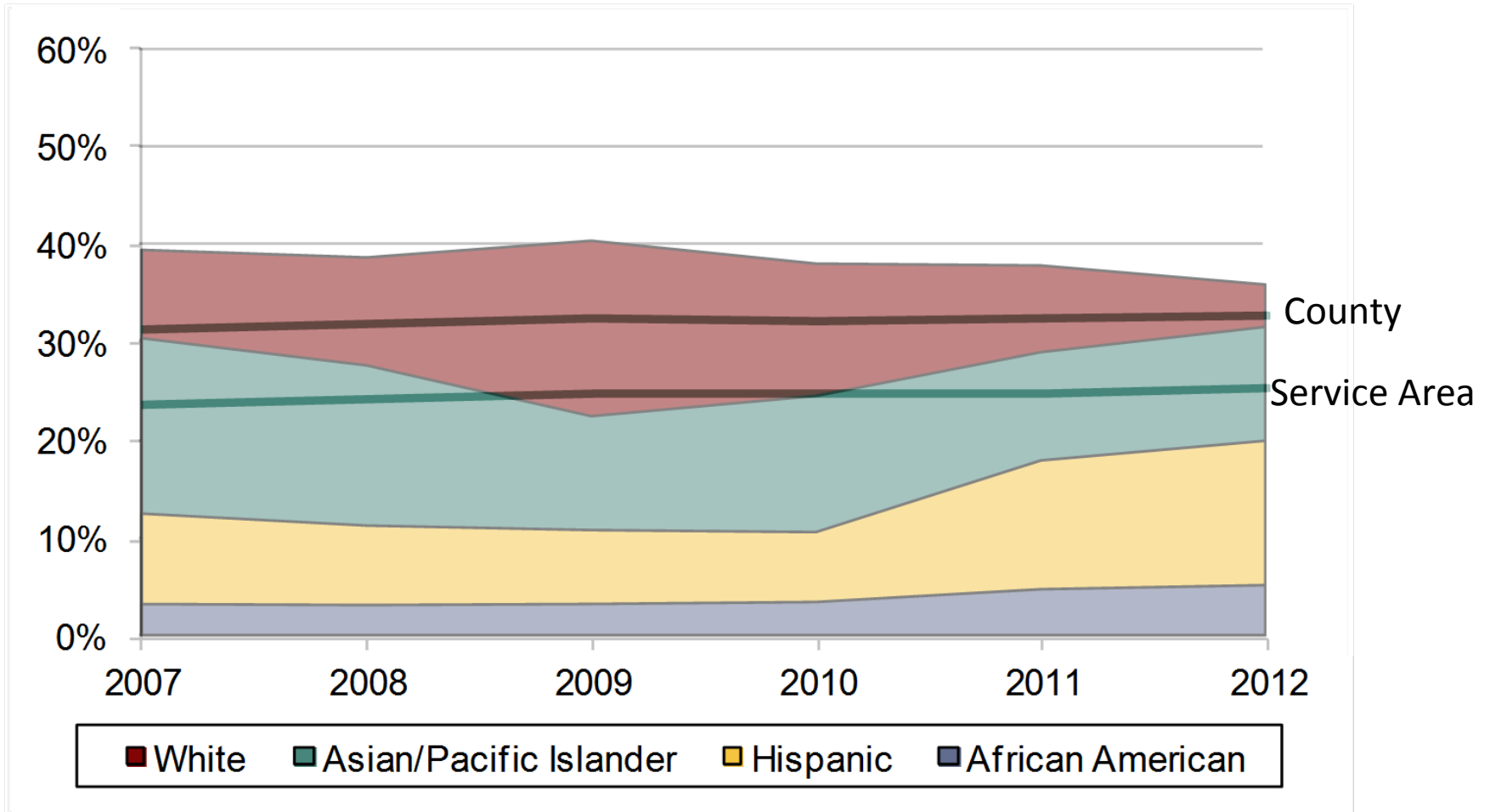


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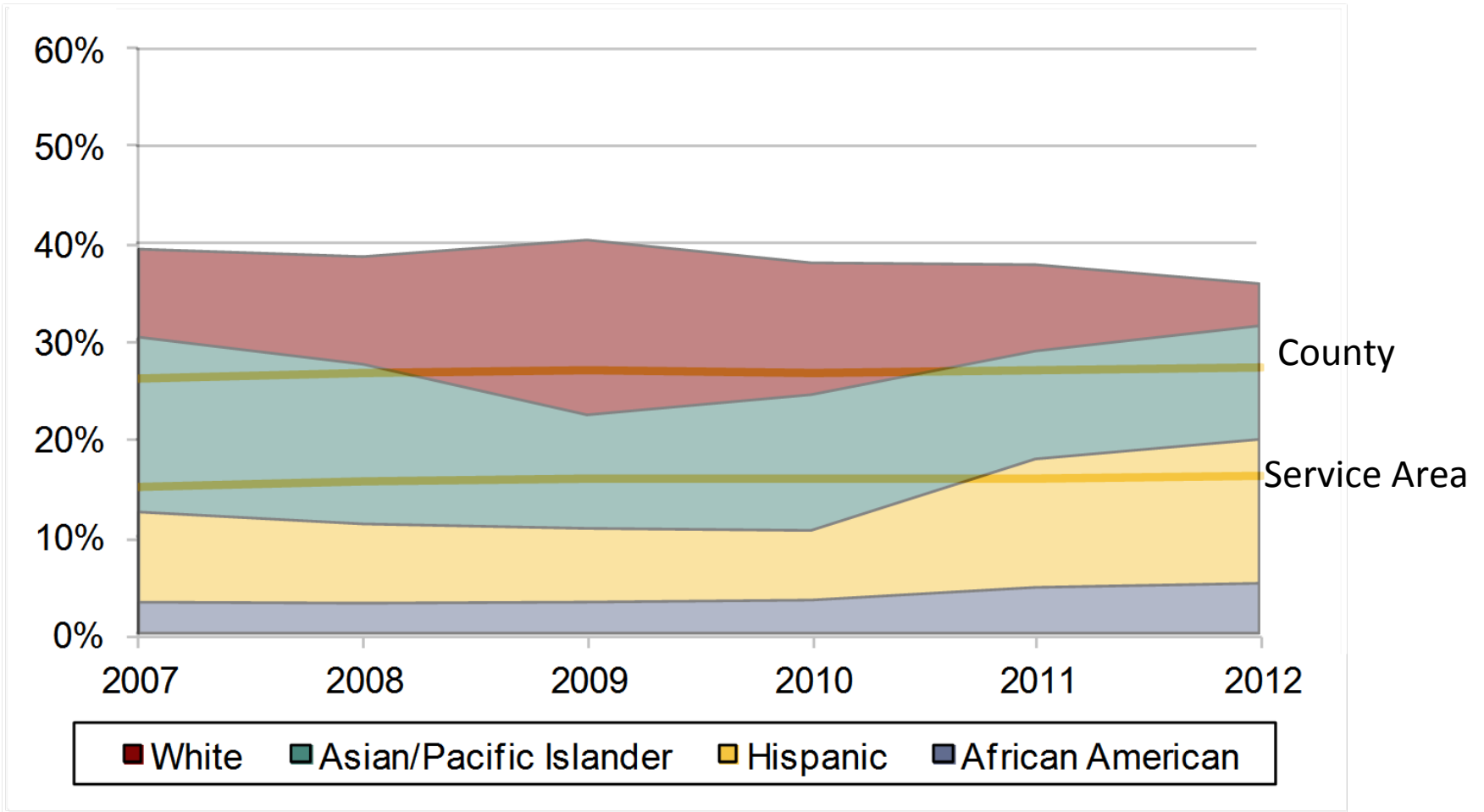
Foothill College Fall 2007-Fall 2012 Student Enrollment and Population County and Service Area Overlay



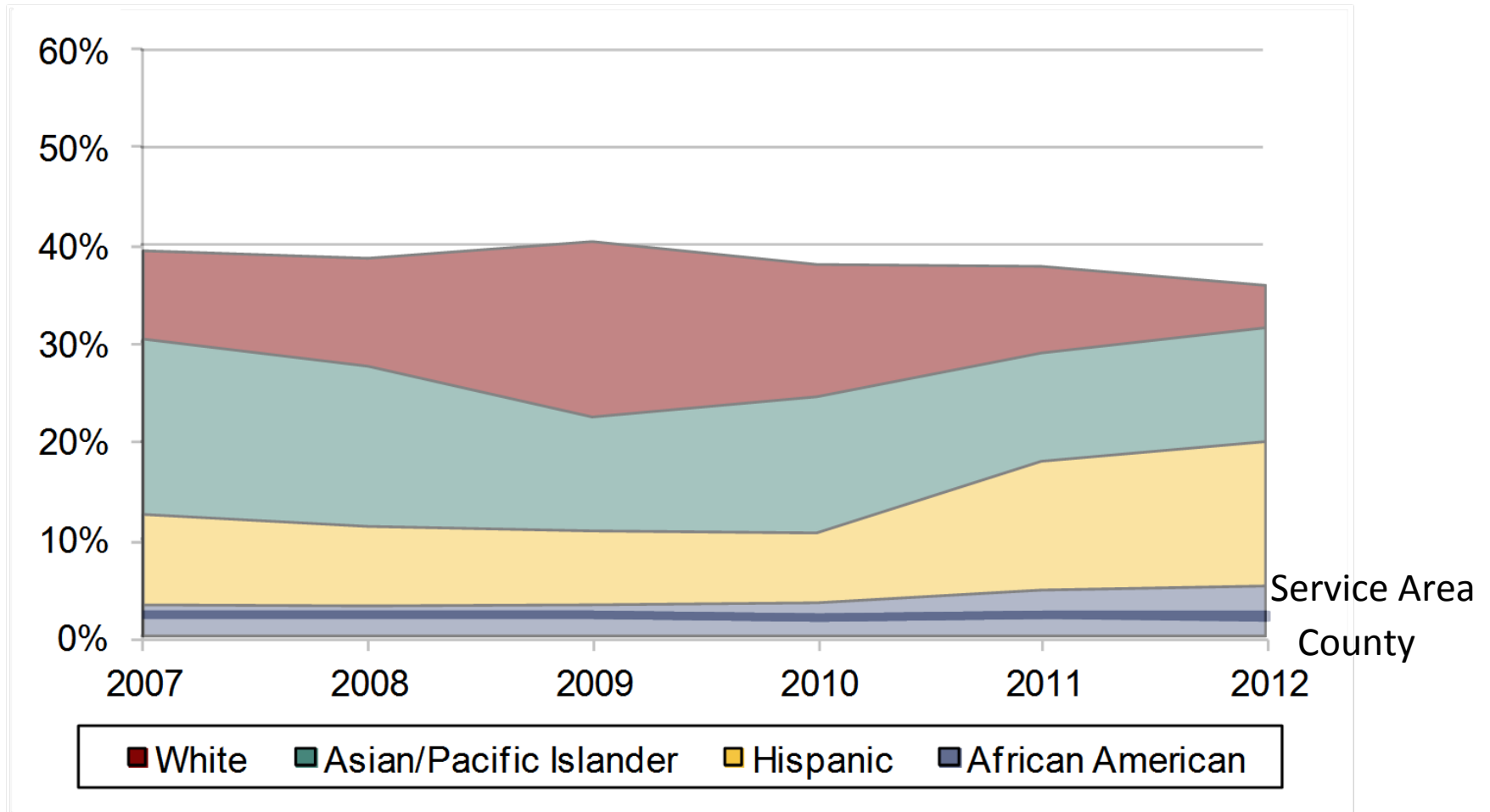
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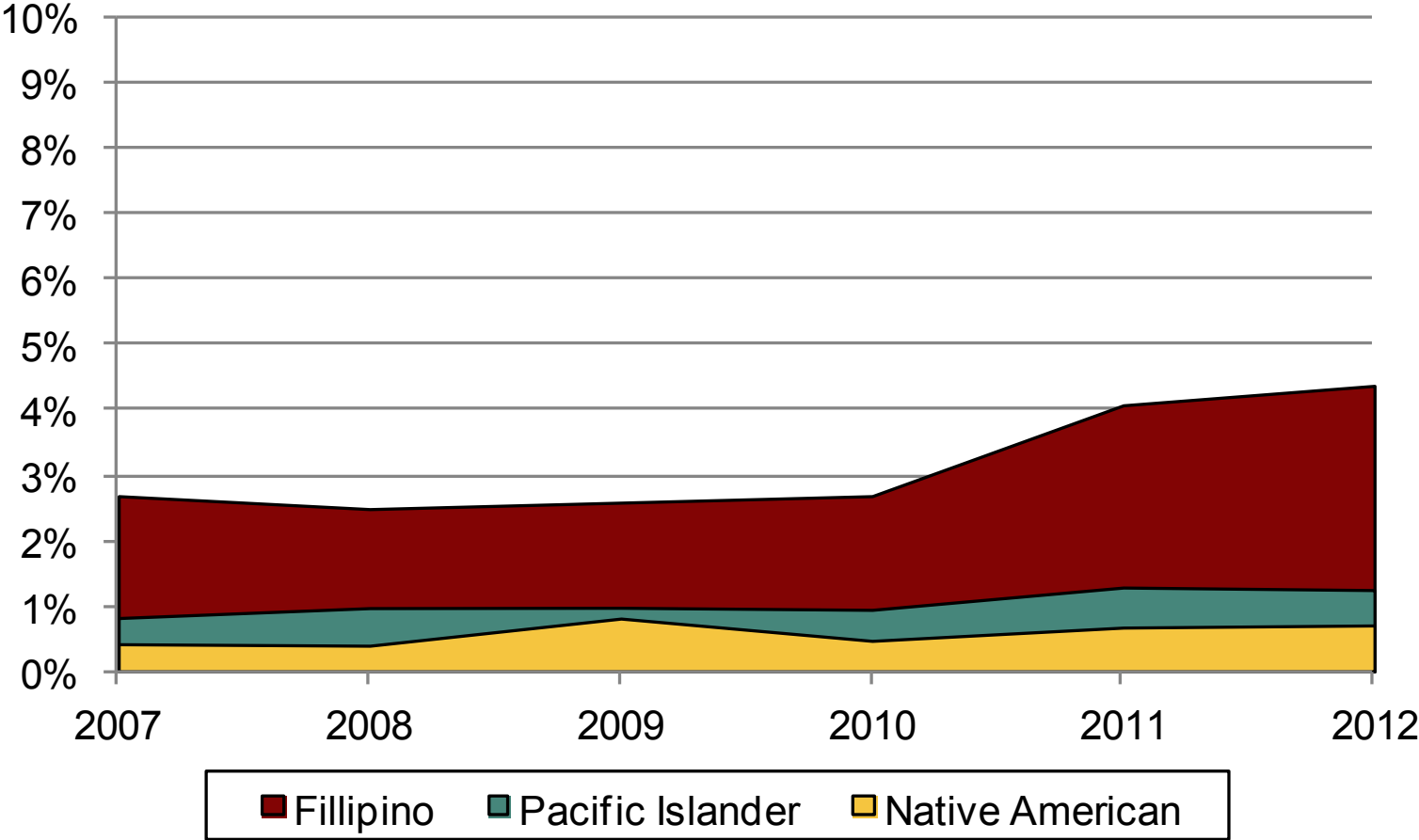
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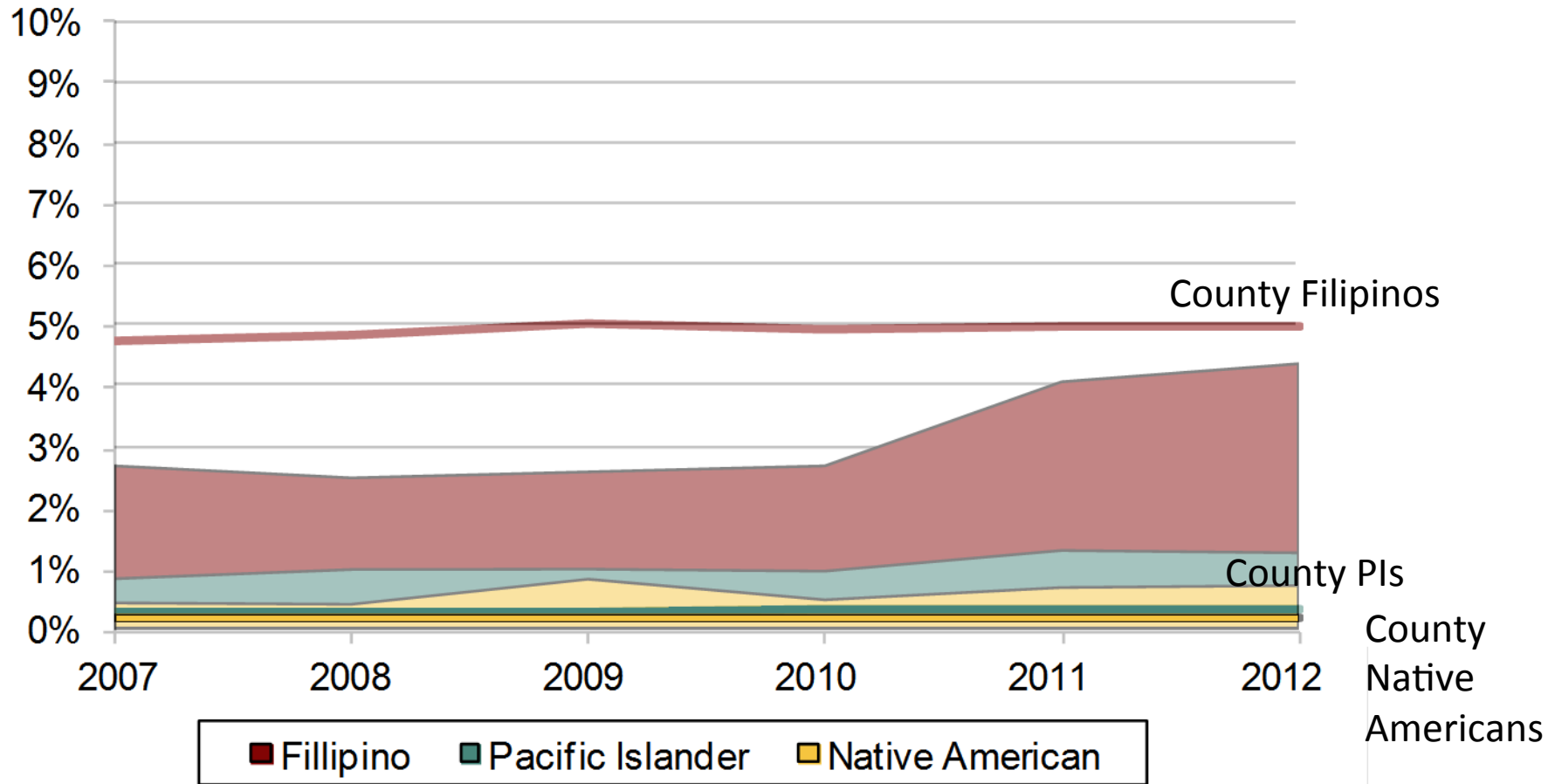
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Foothill College Fall 2007-Fall 2012 Student Enrollment by Ethnicity

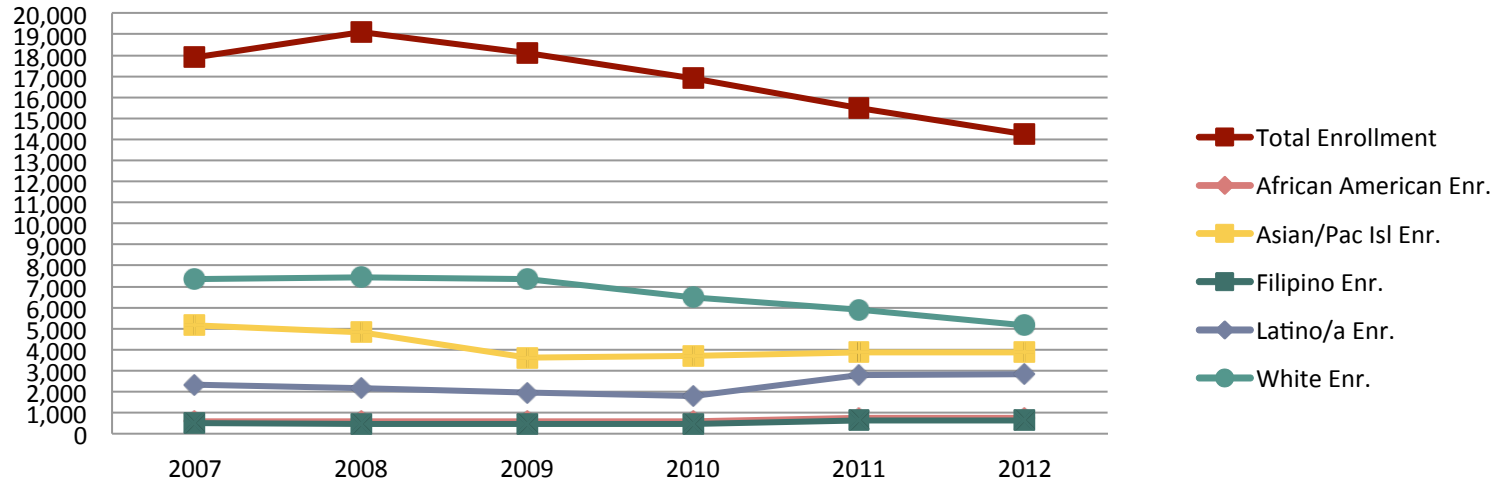


Foothill College Fall 2007-Fall 2012 Student Enrollment and Population County Overlay

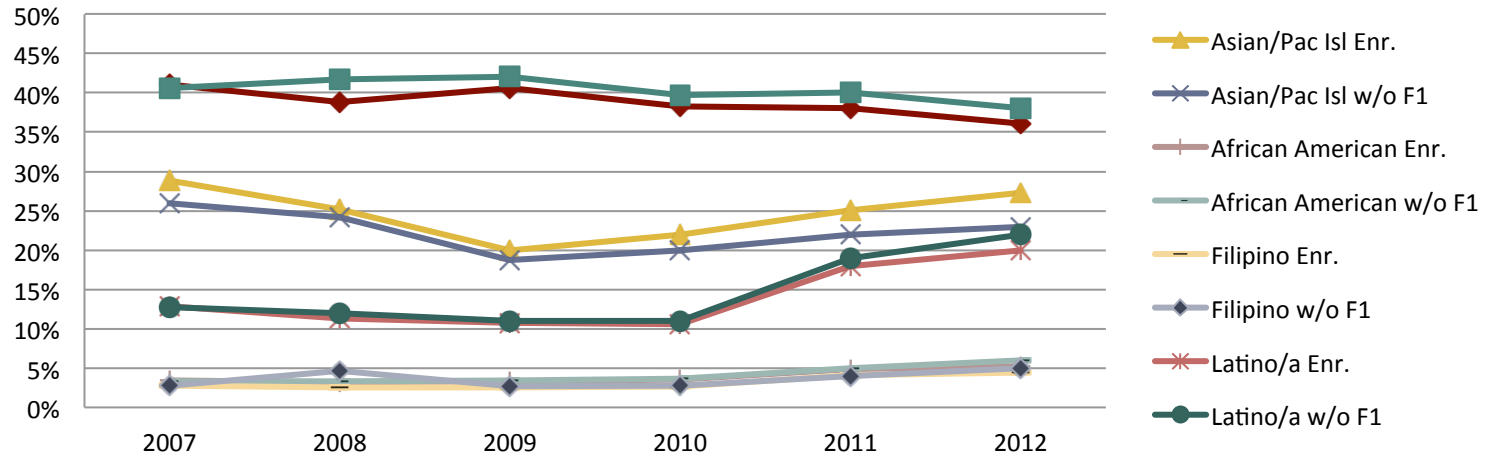


Part II:
Foothill Students and Employees

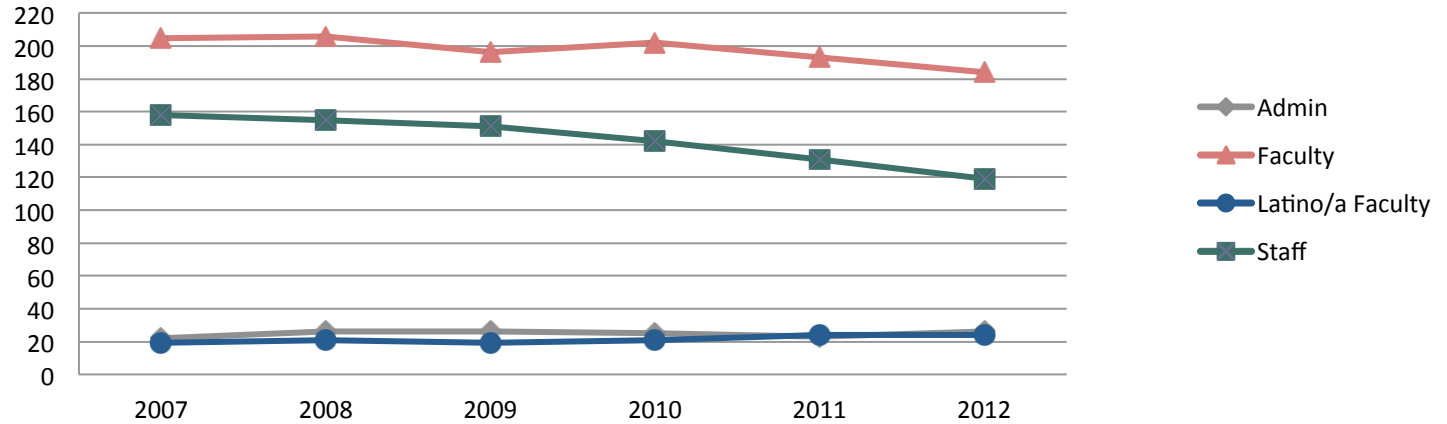
Foothill College Fall 2007-Fall 2012 Enrollment Headcount by Ethnicity



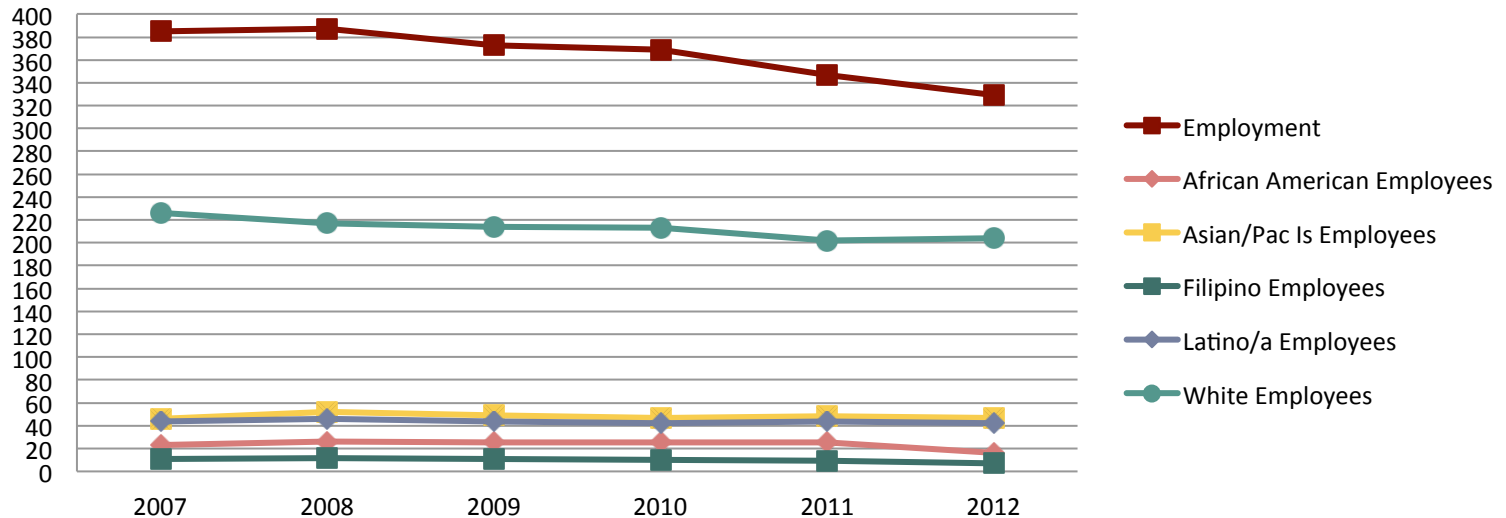
Foothill College Fall 2007-Fall 2012 Enrollment by Ethnicity without F1 Students



Foothill College Fall 2007-Fall 2012 Employee Headcount by Classification

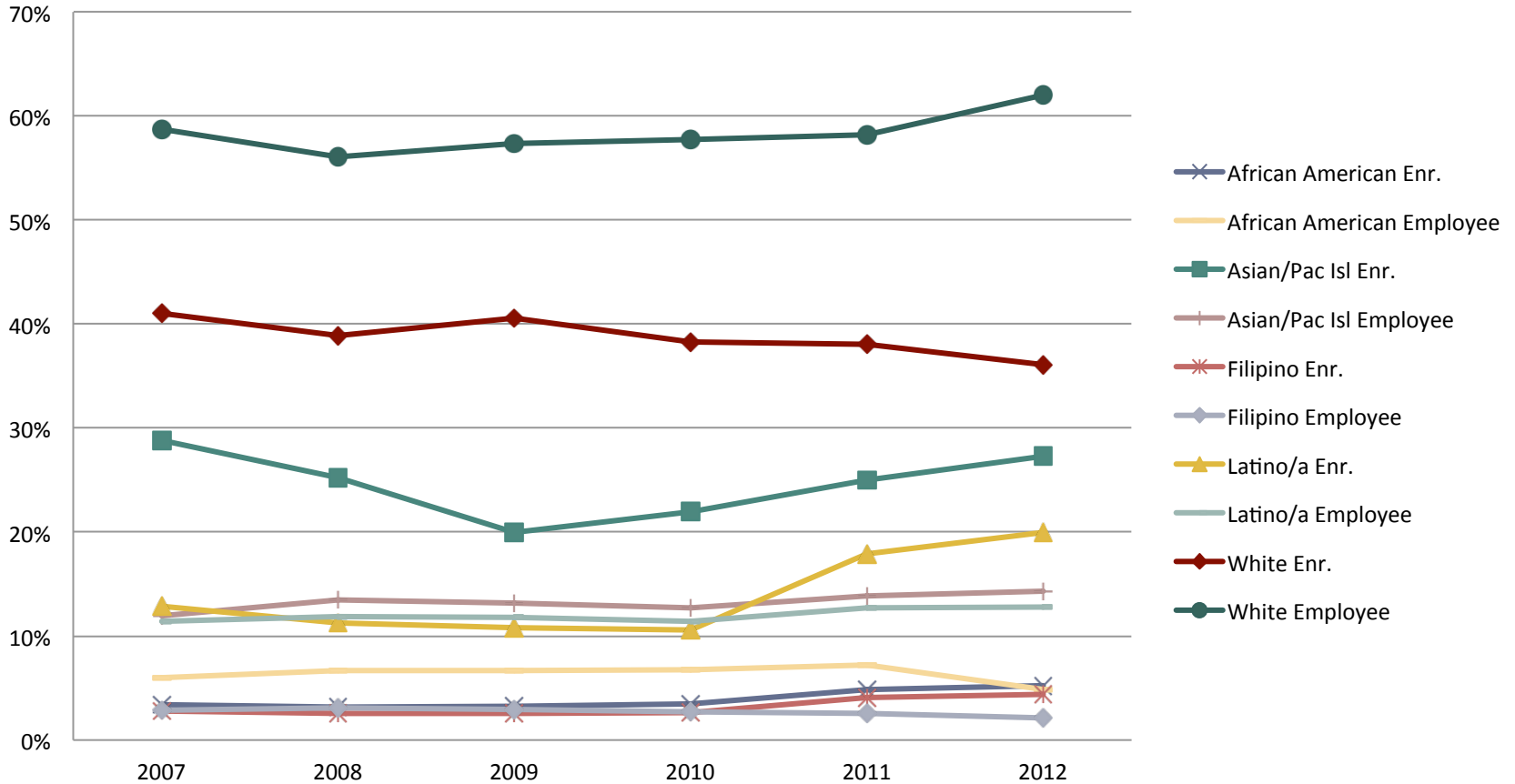


Foothill College Fall 2007- Fall 2012 Employee Headcount by Ethnicity

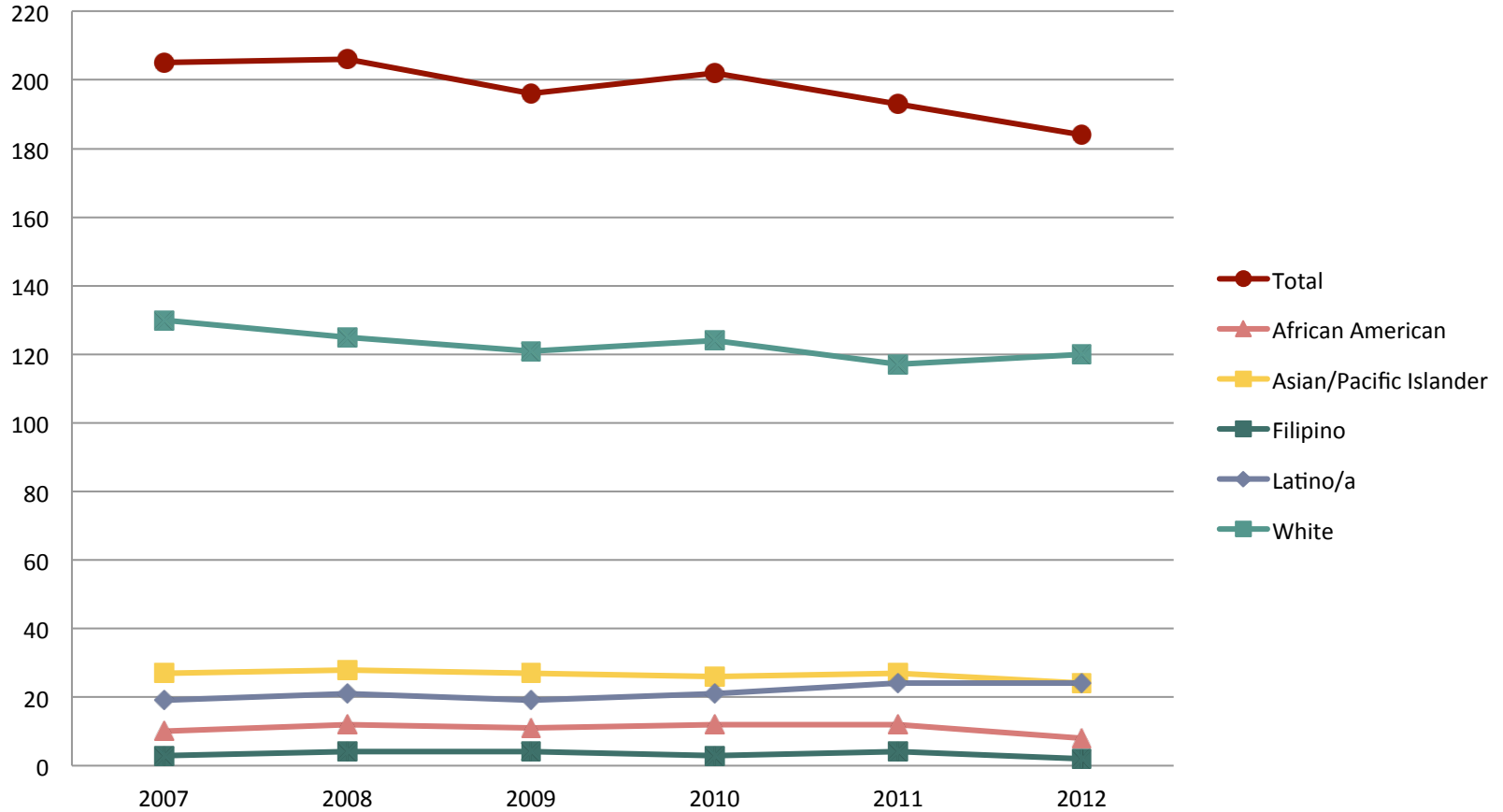


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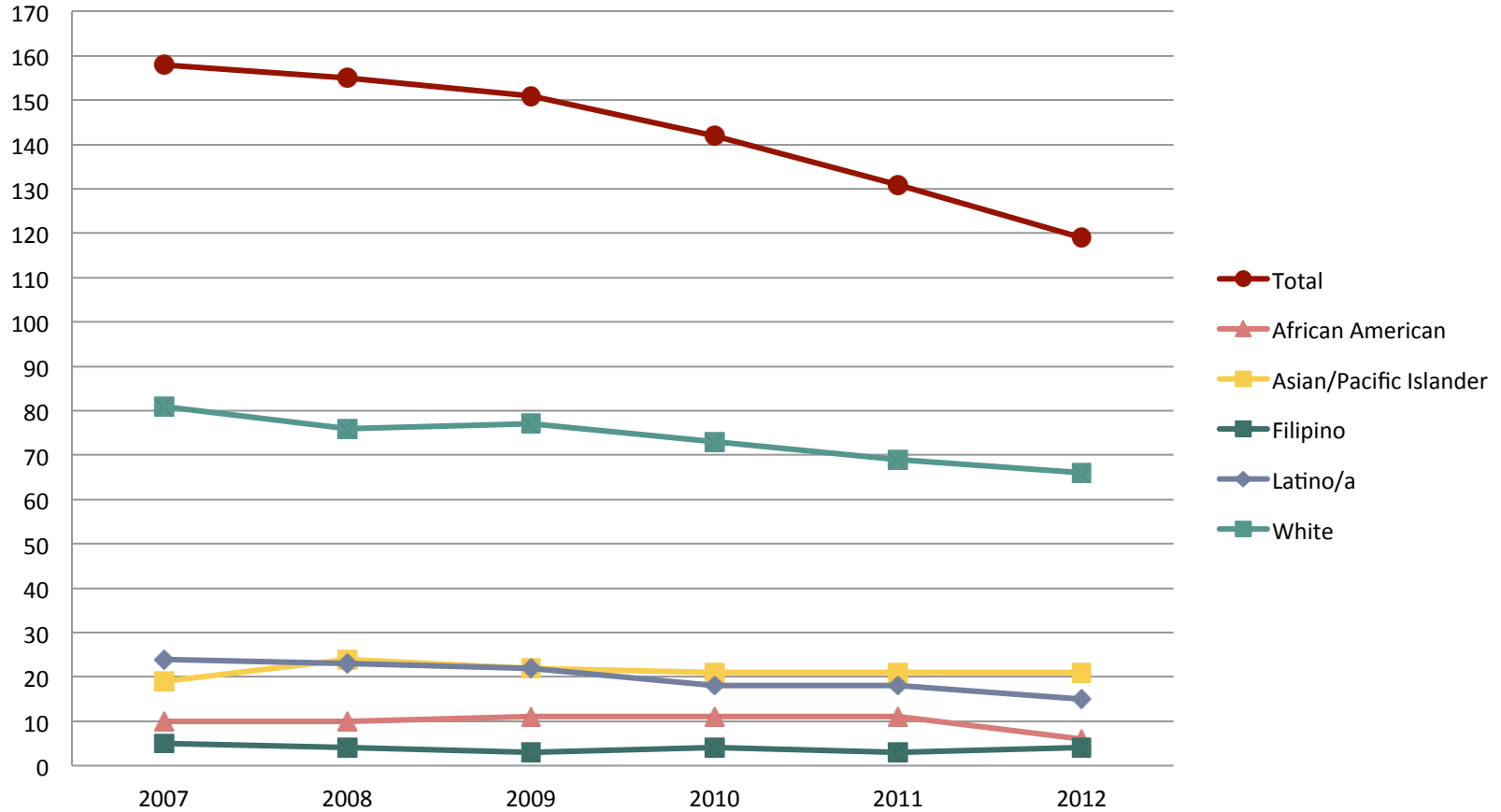
Foothill College Fall 2007-Fall 2012 Enrollment and Employee Percentage by Ethnicity



Foothill College Fall Full Time Faculty by Ethnicity Fall 2007-Fall 2012

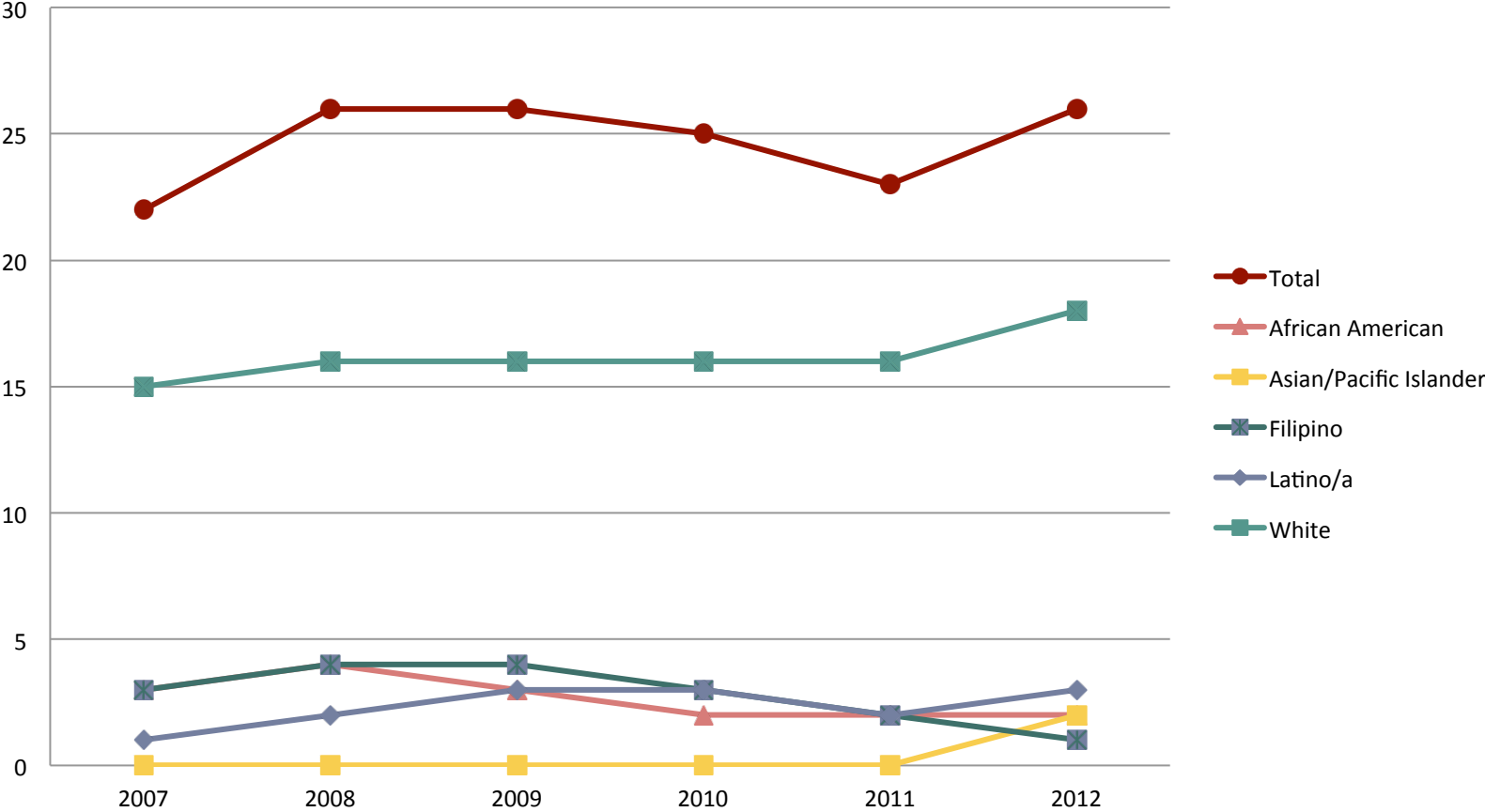


Foothill College Fall Classified Staff by Ethnicity Fall 2007-Fall 2012



Foothill College Fall Administrators by Ethnicity

Fall 2007 to Fall 2012



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

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%

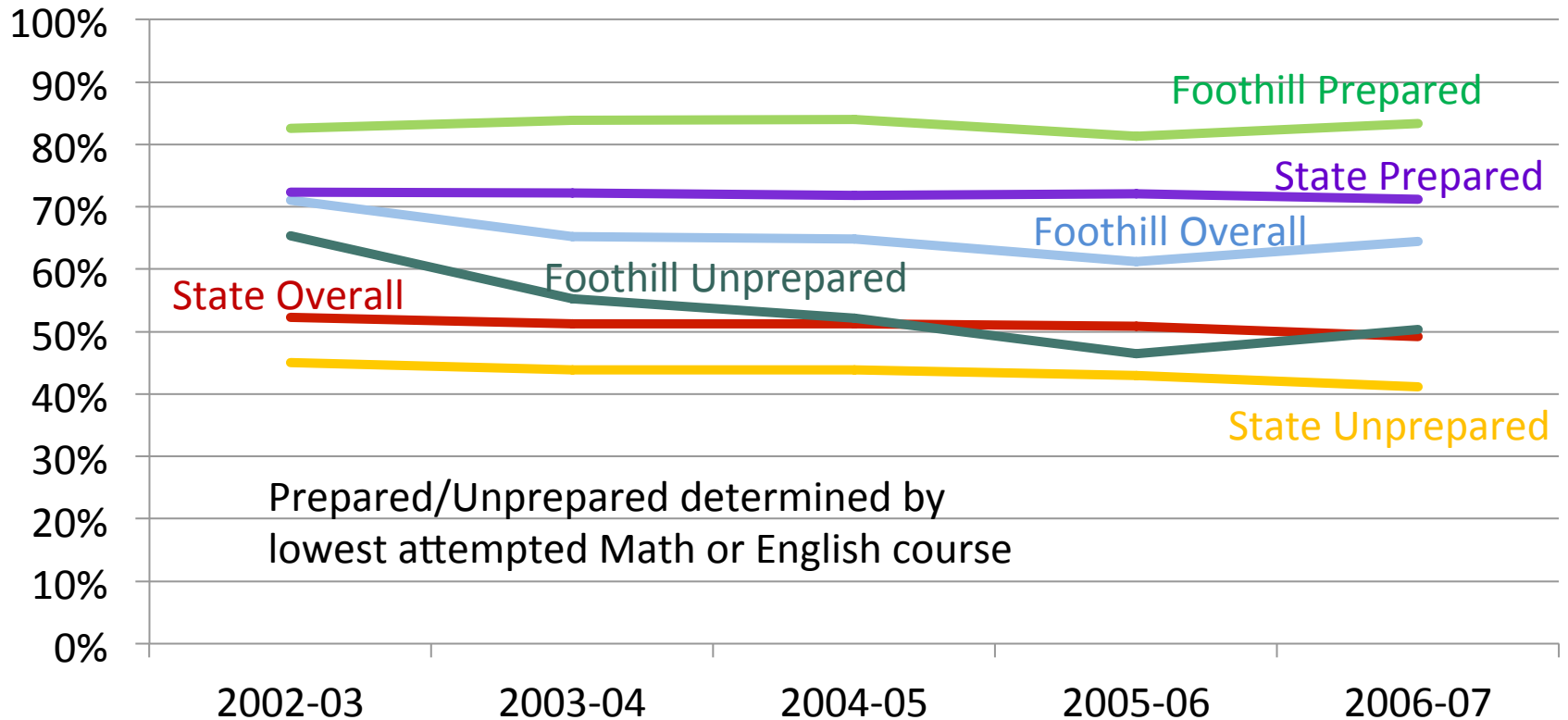
FT Faculty based on district figures

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



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Completion

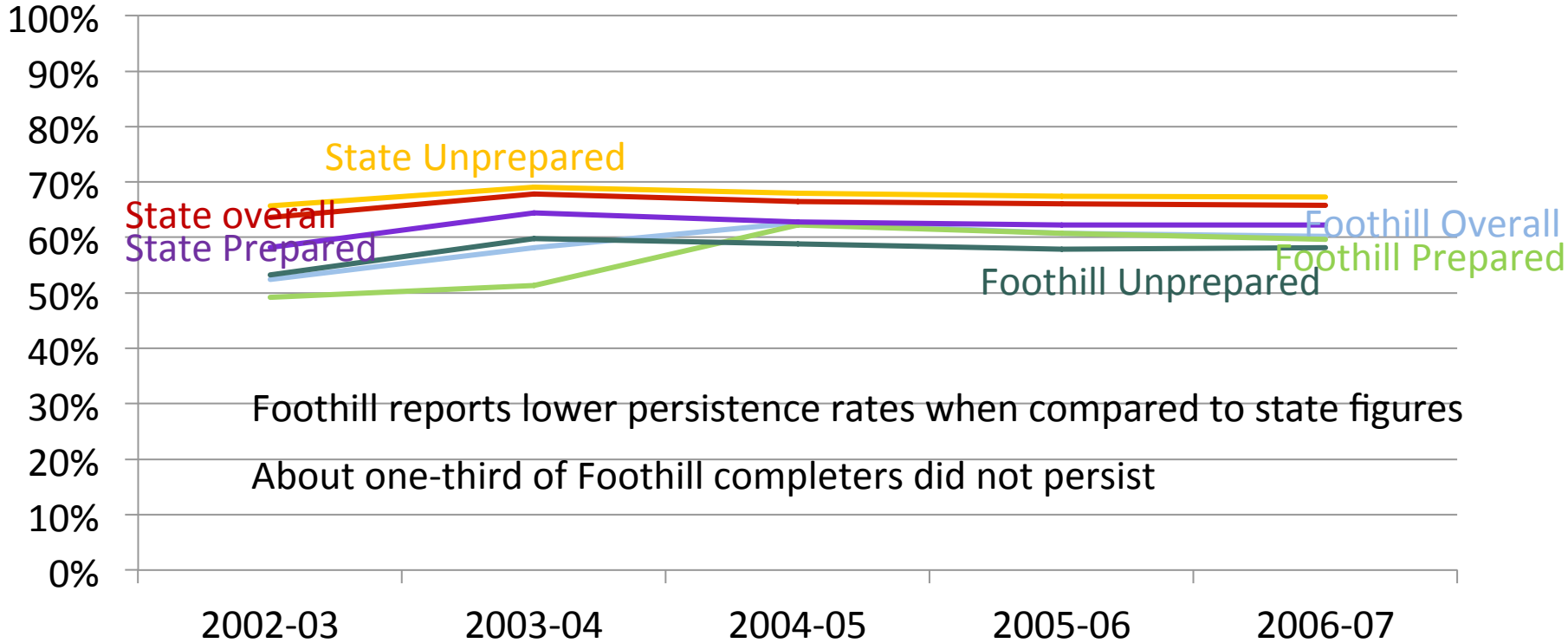


— Foothill Overall — State Overall — Foothill Prepared
— State Prepared — Foothill Unprepared — State Unprepared



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Persistence



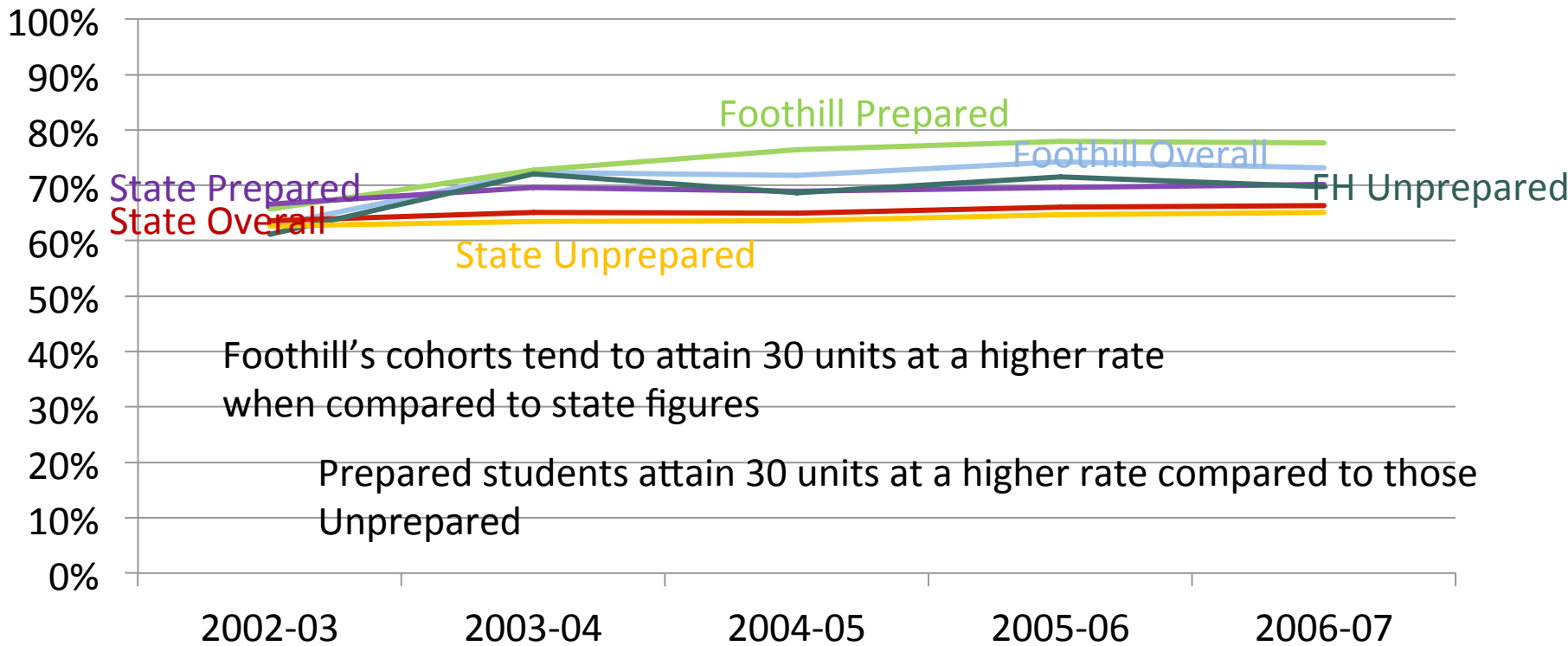
Foothill reports lower persistence rates when compared to state figures
 About one-third of Foothill completers did not persist

- Foothill Overall
- State Overall
- Foothill Prepared
- State Prepared
- Foothill Unprepared
- State Unprepared



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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

- Foothill Overall
- State Overall
- Foothill Prepared
- State Prepared
- Foothill Unprepared
- State Unprepared



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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



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

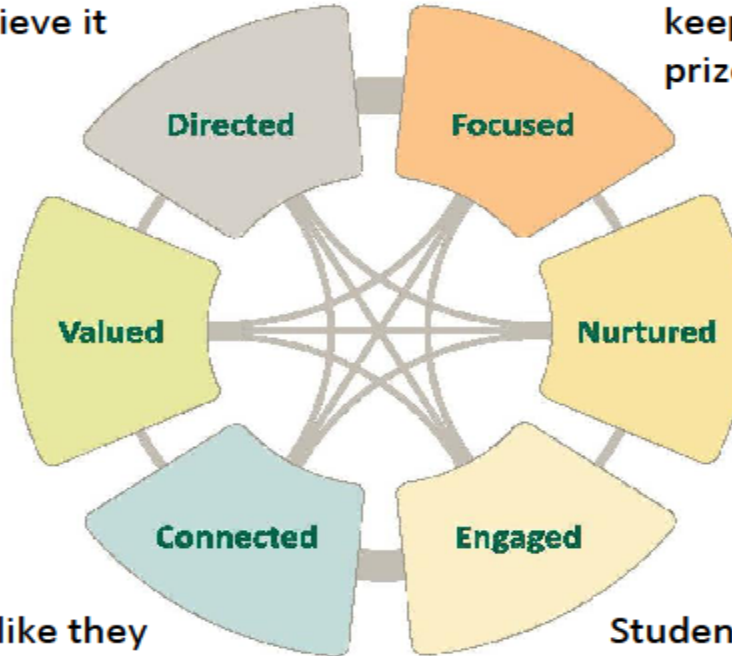


Six Success Factors

Students have a goal & know how to achieve it

Students stay on track—keeping their eyes on the prize

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



Students feel somebody wants & helps them to succeed

Students feel like they are part of the college community

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 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



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.rpggroup.org/projects/student-support>

