Who are Foothill Students?
Revisiting the College Mission
Revising the Educational & Strategic Master Plan (ESMP)

December 5, 2012
PaRC Presentation
Overview

**Purpose:**
Demographic data about Foothill students

Outcomes data about Foothill students

**Goal:**
Inform the college mission
Background
Choosing Foothill

What was the primary source of information that influenced your decision to attend this college?

- Friends or family: 55%
- College website: 35%
- Social networking tools: 6%
- Printed publications: 3%
- TV or radio advertising: 1%

What other educational options did you consider prior to attending this college?

- Did not consider any other options: 22%
- Another community college: 42%
- A private two-year college or technical school: 9%
- A four-year college or university: 24%
- An online college or university: 3%

Source: FHDA IR&P, CCSSE 2012

Slightly over half of the students relied on friends and family (55%) as a primary source of information about Foothill and almost one quarter (22%) did not consider attending anywhere else.
Where do our students live?

International students and students from outside Santa Clara and San Mateo counties make up 28% of enrollment.
What are our enrollment trends?

Enrollment has been on a declining trend over the past three years.

Source: FHDA IR&P
What are our enrollment trends?

FTES has been on a declining trend over the past three years.

Source: FHDA IR&P
Student Characteristics
Why are students at Foothill?

Increasing trend of students wanting to transfer to a four-year institution (35% in 2009 to 43% in 2011).
Enrollment Status

Foothill College
Enrollment by Full-time Status

Source: FHDA IR&P

Increasing trend over past three years of more full-time students.
What ethnic groups are represented at Foothill?

Latino students represent almost a fifth of the campus population (18%).

Source: FHDA IR&P
Educational Background

Foothill College
Enrollment by First Generation Status

First generation: Students whose parents’ highest level of education is a high school diploma or less. In cases where parents have different levels of education, the maximum education level of either parent determines how the student is categorized (NCES).

Students who applied on or after 2011W and enrolled in 2012F.

Source: CCCApply

Fall 2012 FH = 11,824

Fall 2011

Fall 2012

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

25% 27%
A majority of students report family incomes less than the county median (71%).

Foothill College Enrollment by Family Income

Median Household Income in 2011
Santa Clara County = $84,895
Santa Mateo County = $81,657

Under $25,000: 32%
$25,000-$49,000: 22%
$50,000-$75,000: 17%
Over $75,000: 28%

Source: CCCApply

Foothill=12,411 from supplemental question family income, students who applied from Winter 2011 onward, and enrolled in Fall 2011.
Latino/a and White students represent half of the roughly 6,000 students who received financial aid (52%).
International Student Trend

F1 students enrollment has been on an increasing trend over the past three year.

Source: FHDA IR&P
Foothill College
Enrollment by AB 540 and Veteran Status

Source: FHDA IR&P
Student Experiences
How do our students spend their time?

About how many hours do you spend in a typical 7-day week doing each of the following?

- Working for pay
- Preparing for class
- Commuting to and from classes

About one-third of students do not work while over half work over 11 hours a week (53%). Most students live fairly close to campus, spending only 1-5 hours commuting.

Source: FHDA IR&P, CCSSE 2012
## Institutional Learning Outcomes

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>Very much/Quite a bit</th>
<th>Foothill</th>
<th>Ex-large colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication ILO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate your opinion/viewpoint clearly</td>
<td>N 409</td>
<td>52%</td>
<td>na</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>N 465</td>
<td>54%</td>
<td>51,240</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>N 411</td>
<td>47%</td>
<td>47,784</td>
</tr>
<tr>
<td><strong>Computation ILO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using computing and information technology</td>
<td>N 447</td>
<td>51%</td>
<td>48,513</td>
</tr>
<tr>
<td>Solving numerical problems</td>
<td>N 423</td>
<td>48%</td>
<td>45,742</td>
</tr>
<tr>
<td>Your mathematical skills</td>
<td>N 331</td>
<td>43%</td>
<td>na</td>
</tr>
<tr>
<td>Your ability to solving problems</td>
<td>N 429</td>
<td>54%</td>
<td>na</td>
</tr>
<tr>
<td><strong>Critical Thinking ILO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>N 565</td>
<td>64%</td>
<td>57,154</td>
</tr>
<tr>
<td>Learning effectively on your own</td>
<td>N 558</td>
<td>64%</td>
<td>56,895</td>
</tr>
<tr>
<td>Interpret ideas/issues thoughtfully and logically</td>
<td>N 451</td>
<td>57%</td>
<td>na</td>
</tr>
<tr>
<td>Synthesize information from various formats into a final product</td>
<td>N 397</td>
<td>51%</td>
<td>na</td>
</tr>
<tr>
<td><strong>Community ILO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>N 528</td>
<td>60%</td>
<td>48,877</td>
</tr>
<tr>
<td>Value different ways of seeing and doing</td>
<td>N 450</td>
<td>58%</td>
<td>na</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>N 449</td>
<td>51%</td>
<td>45,798</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>N 423</td>
<td>49%</td>
<td>39,730</td>
</tr>
<tr>
<td>Developing a personal code of values and ethics</td>
<td>N 381</td>
<td>44%</td>
<td>37,779</td>
</tr>
<tr>
<td>Understanding the relevance of current events in your daily life</td>
<td>N 361</td>
<td>47%</td>
<td>na</td>
</tr>
<tr>
<td>Contributing to the welfare of your community</td>
<td>N 281</td>
<td>33%</td>
<td>23,557</td>
</tr>
</tbody>
</table>

Source: FHDA IR&P, CCSSE 2012
What type of courses do students take?

Increasing trend in online course enrollment, a five percentage point change over the past three years (22% to 27%).

Source: FHDA IR&P

Foothill College
Course Enrollment by Instructional Method

2009-10=32,276; 2010-11=31,232; 2011-12=30,793.

Source: FHDA IR&P
Which students enroll in online and not online courses?

African American and Latina women enroll in online courses at a higher percentage rate when compared to their peers.

Source: FHDA IR&P
Role of Support Services

How important are the following services to you at this college? How often do you use the following services at this college?

Foothill College
Use and Importance of Support Services

- Academic advising: 59% Very Important, 45% Used Often or Sometimes
- Career counseling: 52% Very Important, 26% Used Often or Sometimes
- Computer lab: 48% Very Important, 44% Used Often or Sometimes
- Financial aid advising: 46% Very Important, 24% Used Often or Sometimes
- Peer/other tutoring: 39% Very Important, 24% Used Often or Sometimes
- Services to students with disabilities: 39% Very Important, 6% Used Often or Sometimes
- Skill labs: 36% Very Important, 31% Used Often or Sometimes

Source: FHDA IR&P, CCSSE 2012
Role of Academic Advising

African American students are more likely to report that academic advising is very important to them but a much lower percentage report using academic advising (27% gap).

Foothill College
Use and Importance of Academic Advising/Planning

African American students are more likely to report that academic advising is very important to them but a much lower percentage report using academic advising (27% gap).
International students report using support services at a higher percentage rate when compared to all other students.
Who uses Student Services?
How often do you use the following services at this college?

Foothill College
Support Services Usage by Basic Skills Status

<table>
<thead>
<tr>
<th>Service</th>
<th>Basic skills</th>
<th>Non-Basic skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>65%</td>
<td>48%</td>
</tr>
<tr>
<td>Computer lab</td>
<td>63%</td>
<td>46%</td>
</tr>
<tr>
<td>Skill labs</td>
<td>53%</td>
<td>25%</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>36%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Basic skills students defined as someone having reported already taken a developmental/remedial ESL, math, reading or writing course.

Source: FHDA IR&P, CCSSE 2012

Basic Skills students report using support services at a higher percentage rate when compared to all other students.
Student Outcomes
Course Success and Retention Comparison

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

Source: CCCCO Datamart
How do course success rates compare by ethnicity?

African American and Latino/a experience course success at a lower rate compared to other groups as overall course success rates have declined between Fall 2010 to Fall 2011.

Source: FHDA IR&P

Foothill College
Course Success Rates by Ethnicity

Other/Unkn 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 as overall course success rates have declined between Fall 2010 to Fall 2011.
Comparing Online and Not Online Course Success

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

Source: ARCC 2012
All students, regardless of ethnicity, appear to experience success at a lower rate in online courses.

Source: ARCC 2012
Are our students persisting?

Foothill College
Fall to Fall Persistence by Ethnicity
First-time Students Earning 6 Units

Source: ARCC 2012
Are our students persisting?

The fall to winter persistence rate has remained relatively consistent over the past three years.

Note: 862 students did not persist from Fall 2011 to Winter 2012.
The Fall cohort made up 17% of total college headcount enrollment.

Source: FHDA IR&P

The fall to winter persistence rate has remained relatively consistent over the past three years.
Are our students persisting?

### Foothill College
2010 Fall to 2011 Winter Persistence, First-time Students With a Goal of Transfer, Award, or Undecided by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Persistence Rate</th>
<th>Count in Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>72%</td>
<td>129 out of 204</td>
</tr>
<tr>
<td>Asian</td>
<td>54%</td>
<td>453 out of 984</td>
</tr>
<tr>
<td>Filipino/PI</td>
<td>57%</td>
<td>420 out of 643</td>
</tr>
<tr>
<td>Latino</td>
<td>73%</td>
<td>13 out of 17</td>
</tr>
<tr>
<td>Native American</td>
<td>66%</td>
<td>551 out of 829</td>
</tr>
</tbody>
</table>

Decline/Unknown not included. Source: FHDA IR&P

Asian students demonstrate a higher rate of persistence when compared with the other ethnic groups.
How many students graduate?

Completion rates have been on an increasing trend since 2009-10, when all certificates had to be state approved.

Source: FHDA IR&P
Which students are graduating?

Foothill College
2011-12 Certificates and Degrees by Ethnicity

- African American: 10/20
- Asian: 120
- Filipino/PI: 14/37
- Latino/a: 62/91
- White: 236
- Other/Unk: 80/89

Source: FHDA IR&P
Where are the transfer destinations of our students?

Increasing numbers of students are attending CSU, in-state privates and out-of-state institutions. Note that for 2011-12, there were 302 CSU and 396 UC transfers.

Source: FHDA IR&P

Note: The 2010-2011 transfer rate to ISP/OoS institutions is an estimate based on the previous year.
## UC and CSU Transfer Destinations

### Foothill College 2010-2011 Top Five UC Transfer Institutions

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of California, Davis</td>
<td>81</td>
</tr>
<tr>
<td>2</td>
<td>University of California, San Diego</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>University of California, Berkeley</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>University of California, Los Angeles</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>University of California, Santa Barbara</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>University of California, Santa Cruz</td>
<td>16</td>
</tr>
</tbody>
</table>

### Foothill College 2010-2011 Top Five CSU Transfer Institutions

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>San Jose State University</td>
<td>186</td>
</tr>
<tr>
<td>2</td>
<td>San Francisco State University</td>
<td>73</td>
</tr>
<tr>
<td>3</td>
<td>California State University, East Bay</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>California State University, Northridge</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>California State University, Sacramento</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>California State University, San Diego</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: CCCC0, CSU, UC
## Private and Out-of-State Transfer Destinations

### Foothill College
#### 2009-2010 Top Five

#### In-State Private Transfer Institutions

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Phoenix</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>University of Southern California</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Academy of Arts University</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>University of San Francisco</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>Stanford University</td>
<td>16</td>
</tr>
</tbody>
</table>

#### Out-of-State Transfer Institutions

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Harvard University</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>New York University</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Ashford University</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Washington University in St. Louis</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Carnegie Mellon University</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Northwestern University</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Princeton University</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Arizona State University</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Cornell University-Endowed Colleges</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Grand Canyon University</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Indiana University-Bloomington</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Johns Hopkins University</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>University of Arizona</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>University of Maryland-University College</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: CCCC, NSC
Summary

Decreasing student enrollment
  Increasing full-time status, transfer goals, international and veteran status students, online enrollment
Decreasing course success rates, especially for online
Gap in use and perceived importance of some support services
Increasing numbers of certificates and degrees awarded
Increasing numbers transferring to CSU and UC systems

Next step:
Information about the college’s external environment