Foothill College
Student Equity Plan

DUE
January 31, 2005
FOOTHILL COLLEGE STUDENT EQUITY PLAN

Table of Contents

Signature Page

Executive Summary
  Target Groups
  Goals
  Activities
  Resources
  Contact Person

Campus-Based Research
  Overview
  Indicator Definitions and Data
    Access
    Course Completion (Retention)
    ESL and Basic Skills Completion
    Degree and Certificate Completion
    Transfer

Goals and Activities
  Access
  Course Completion (Retention)
  ESL and Basic Skills Completion
  Degree and Certificate Completion
  Transfer

Budget
  Sources of Funding

Evaluation Schedule and Process

Attachments (Optional)
Foothill College
Student Equity Plan

Signature Page

District: Foothill-De Anza Community College District College: Foothill College

____________________________________________
President, Board of Trustees

__________________
Date

District Chancellor: ______________________________________

College President: ______________________________________

Academic Senate President: ________________________________

Student Equity Coordinator: ________________________________
EXECUTIVE SUMMARY

Target Groups:
- Asian
- Black
- Hispanic
- Native American
- Pacific Islander
- White
- Other/Unrecorded

Goals:
1) Overall Coordination
2) Access
3) Course Completion
4) ESL & Basic Skills Completion
5) Degree and Certificate Completion
6) Transfer

Activities:
1.1 To Implement the Student Equity Plan.
2.1 Student body demographic will continue to reflect the diversity of the college service area.
2.2 Review the data on disabled students to determine numbers served. Identify barriers to access.
2.3 Review data on online students to determine demographics of students enrolled in online courses.
3.1 Increase success rate in credit courses of all groups to 70%.
4.1 Increase college-level course success by 5% across all ethnic groups.
5.1 Increase the number of degrees and certificates awarded by 8% per year for the next five years.
5.2 Continue to assure it is comparable to that of the total student body.
6.1 Increase the number of students who transfer by 8% each fall for the next five years.
6.2 Assure that the ethnic and gender distribution of transfers is comparable or greater than that of the total student body enrollment.
6.3 Work to obtain better data on the number of students who transfer.

Resources:

The sources of funding for this plan are existing institutional funds. As stated in the overview, Foothill College used its PfE allocations
to create and implement programs to address student equity goals. These programs have become institutionalized with their own respective operating budgets and allocations.

Foothill College also plans to explore new external grant opportunities, such as Title III, Title IV and TRIO grants.

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Fax # (650) 949-7375
History and Philosophy of Student Equity at Foothill College

Since the implementation of the last Student Equity Plan, Performance for Excellence (PfE) funds were allocated to the college to further the goals of student equity. In 1999, Foothill College solicited proposals for projects to receive PfE funding; these funds were allocated based upon the five areas of student equity as stated by the State Chancellor’s Office and by the FHDA Chancellor’s Opening Day remarks that pointed to the district’s commitment to the success of underrepresented populations.

While PfE goals as stated by the State Legislature did not specifically target underrepresented populations, Foothill College chose to use PfE monies to fund those programs that support the lowest-achieving student populations. Foothill College has consistently operated under the philosophy that an institution’s success should be measured by the successes of its lowest performing students. In other words, an institution should not be judged a success by the number of honors students who transfer to prestigious universities, but rather by how many at-risk students pass with C’s or B’s and reach their educational goals.

Therefore, in the past ten years since Foothill College drafted its last Student Equity Plan, the college has continued to be committed to the success of all populations, realizing that setting money aside to increase the success of targeted populations has the happy result of seeing all populations succeed in greater numbers. Furthermore, even when PfE on-going funds were no longer available from the state due to a budget crisis, Foothill College institutionalized its programs to maintain its commitment to student equity goals.

Planning Process

The Roundtable is the college’s primary shard governance committee; unlike other committees that rely on constituency-based membership, the Roundtable is made up of members who represent the various missions of the college: basic skills, transfer, career. Because the student equity goals similarly focus on these missions, the Roundtable is the logical choice for developing, evaluating, and overseeing the Student Equity Plan.

This report, then, was written and approved by the Foothill College Roundtable in Fall, 2004.
Existing Activities

As the committee worked to develop activities to support the student equity goals, a number of existing programs – many long-standing, others developed with PfE funds – were identified. Because these programs are already part of the college functions, the goals and activities of these programs are not listed within the Student Equity Plan. These programs include:

EOPS  
DSPS  
Early Alert  
Pass the Torch  
Service Learning  
Staff Networks  
Heritage Month Activities  
Matriculation Program  
Learning Communities  
Puente  
Mfumo  
Freshman Experience  
Probationary Student Follow-up  
Student Success Center  
Financial Aid  
Online Student Services  
Math/Writing Centers  
Tutorial Center

In addition to these programs, both instructional and student services program reviews incorporate a student equity emphasis by using student demographic data to determine enrollment trends and course completion/success figures. Furthermore, the student services program review at Foothill uses student demographic data to determine the gender, age, and ethnicity of the students who use the services. Goals and activities are developed in both program review processes to address inequities in student success rates.
Overview

The Foothill College Office of Instructional Research provided the data needed to evaluate the student equity indicators. Numerous existing sources of information were used to provide a general assessment of student equity. The key data sources include:

Basic Student Demographics

Course Completion Rates

Basic Skills Completion Rates

Student Segmentation Data

Success Rates of Puente/Mfumo Students

Student and Staff Accreditation Surveys
1. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

### Table 1. Access - Ethnicity of Foothill Students, Fall 2003 and Ethnicity in Foothill Service Area

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage in Foothill Service Area</th>
<th>Percentage of Fall 2003 Foothill Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>18.9%</td>
<td>23.7%</td>
</tr>
<tr>
<td>Black</td>
<td>2.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.0%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.3%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>White</td>
<td>70.4%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Other/Unrecorded</td>
<td>NA</td>
<td>21.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Note: Foothill Service Area statistics derived from 2000 Census Data.

Note 2: Categories collected at Foothill do not match Census definitions; Filipino is included in Asian

Note 3: It is hypothesized that the majority of the Other/Unrecorded category at Foothill are actually multi-ethnic and/or other minority groups who do not wish to self-identify for personal reasons.
2. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Table 2. Completion and Success Rates of Foothill Students, 2003-04

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Completion Rate in Credit Courses</th>
<th>Success Rate in Credit Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>94%</td>
<td>74%</td>
</tr>
<tr>
<td>Black</td>
<td>90%</td>
<td>61%</td>
</tr>
<tr>
<td>Filipino</td>
<td>91%</td>
<td>68%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>91%</td>
<td>64%</td>
</tr>
<tr>
<td>White</td>
<td>95%</td>
<td>72%</td>
</tr>
<tr>
<td>Other/Unrecorded</td>
<td>94%</td>
<td>67%</td>
</tr>
<tr>
<td>Total</td>
<td>94%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Note: Completion is defined by a course grade of A, B, C, D, F, I, P or NP; the denominator includes these students as well as W grades.

Note2: Success is defined by a course grade of A, B, C, or P; the denominator includes these students as well as D, F, I, NP, and W grades.

Note3: All credit courses included in analysis.
CAMPUS-BASED RESEARCH

3. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

Table 3. ESL-Basic Skills Completion, 2000-01 Entering Cohort

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>College-level Course Success for Basic Skills English Starters</th>
<th>College-level Course Success for Basic Skills ESL Starters</th>
<th>College-level Course Success for Basic Skills Math Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>44%</td>
<td>46%</td>
<td>25%</td>
</tr>
<tr>
<td>Black</td>
<td>20%</td>
<td>NA</td>
<td>7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>37%</td>
<td>NA</td>
<td>14%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>White</td>
<td>49%</td>
<td>42%</td>
<td>29%</td>
</tr>
<tr>
<td>Other/Unrecorded</td>
<td>51%</td>
<td>51%</td>
<td>29%</td>
</tr>
<tr>
<td>Total</td>
<td>44%</td>
<td>40%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Note: In English, "Basic Skills Starters" are those students starting in Eng 100 or Eng 110; College-level success defined by Eng 1A success.

Note2: In ESL, "Basic Skills Starters" are those students starting in ESL 130s, 140s, 150s, 160s, or ESL 25. ESL 26 or Eng 1A or used as collegiate-level courses.

Note3: In Math, "Basic Skills Starters are those students starting in Math 200 or Math 101; College-level success defined by success in Math 105 or higher.

Note4: In all cases, students' enrollments are tracked through 2004S, allowing at least 12 quarters of outcome data (if they started in 2001S).
4. **DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Table 4. Degree and Certificate Completion by Ethnic Group

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Any Degree/Certificate Rate</th>
<th>AA Degree Rate</th>
<th>Certificate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>11.0%</td>
<td>9.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Black</td>
<td>12.4%</td>
<td>5.2%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>6.5%</td>
<td>2.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.4%</td>
<td>1.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>White</td>
<td>8.6%</td>
<td>4.8%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Other/Unrecorded</td>
<td>10.1%</td>
<td>3.1%</td>
<td>7.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9.5%</strong></td>
<td><strong>4.5%</strong></td>
<td><strong>5.4%</strong></td>
</tr>
</tbody>
</table>

**Note:** Table is based on 2000F first-time freshmen, with any educational goal. These results are not selected on by educational goal = transfer/AA/certificate because an almost equally large percentage of students with unknown educational goals end up with certificates or degrees.

**Note2:** Students may receive both Degrees and Certificates, and thus the sum of those two columns may be greater than the "Any Degree/Cert" Rate.
5. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Table 5. **Transfer-Ready Status by Ethnic Group**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>% Achieving CL Eng &amp; Math</th>
<th>% Achieving 84+ Transfer Units</th>
<th>% Achieving Both (Transfer-Ready)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>52%</td>
<td>54%</td>
<td>42%</td>
</tr>
<tr>
<td>Black</td>
<td>18%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Filipino</td>
<td>39%</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>31%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>White</td>
<td>43%</td>
<td>36%</td>
<td>28%</td>
</tr>
<tr>
<td>Other/Unrecorded</td>
<td>50%</td>
<td>40%</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>45%</td>
<td>41%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Note: Table is based on HS-HS Equivalent Students new to Foothill in 1998-99, who take 12+ units and attempt any Basic Skills or College-Level English, ESL, or Math course. There were 2,109 such students.
Foothill College Student Equity: OVERALL COORDINATION

Goal: To implement the Student Equity Plan

To effectively and efficiently implement the activities of the Student Equity Plan, Foothill College set up a system of coordination. This system includes the establishment of a standing Student Equity Committee as part of the College Roundtable, which will provide overall direction to the program and annually evaluate progress toward meeting equity goals.

Activities

1. Committee: Establish a standing Student Equity Committee as part of the College Roundtable to provide direction to the program, to identify outside funding resources, and to evaluate progress toward achieving equity goals.
   
   **Responsible:** College Roundtable

2. Promotion: Promote the goals and activities in the Student Equity Plan to all college staff and students through the use of fliers, other printed materials, e-notes, College Hour events, and Opening Day activities.
   
   **Responsible:** College Roundtable

3. Staff Development: Establish Student Equity as a high priority for funding Staff Development Programs. Conduct staff development programs that identify specific methods to use in order to improve student access and success.
   
   **Responsible:** Staff Development Committee, Dean of Faculty and Staff

4. Institutional Research: Use campus climate survey results to identify specific goals to improve student success indicators
   
   **Responsible:** Office of Institutional Research, College Roundtable

5. Advisory Boards: Use existing advisory boards (e.g., EOPS, Allied Health Programs, etc.) to incorporate student equity goals into the annual planning of the college
   
   **Responsible:** Vice President of Instruction
**Foothill College Student Equity: ACCESS**

**Goals:**
1) Student body demographics will continue to reflect the diversity of the college service area.
2) Review the data on disabled students to determine numbers served. Identify barriers to access.
3) Review data on online students to determine demographics of students enrolled in online courses.

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**Activities**

**Diverse Student Enrollment**

1. *Non-Traditional Outreach:* Continue non-traditional outreach through the work of the community liaison.
   
   *Responsible:* Director of Student Success

2. *School Visits and Tours:* Hire students to serve as recruiters-mentors.
   
   *Responsible:* Director of Student Activities

3. *Financial Aid:* Use BFAP funding to market financial aid resources to all students. Responsible: Director of Financial Aid

4. *Student Participation:* Recruit broad student base to participate in planning of heritage month activities.
   
   *Responsible:* Director of Student Activities

5. *Heritage Classrooms:* Create classrooms in new Campus Center designed to reflect the heritages of various groups.
   
   *Responsible:* Vice President, Student Development and Instruction

   
   *Responsible:* Marketing Department
Disabled Students Enrollment

1. **Data:** Create reports summarizing the data on disability status.  
   *Responsible:* Institutional Researcher

2. **Goals:** Set a goal regarding access for disabled students using the revised data.  
   *Responsible:* Student Equity Committee

3. **Report Analysis:** Analyze the reports developed for the Americans with Disabilities Act and create activities to address and problems.  
   *Responsible:* Dean Adaptive Learning

Online Student Enrollment

1. **Data:** Create reports summarizing the demographic data on online student enrollment and success rates.  
   *Responsible:* Office of Institutional Research

2. **Goals:** Set goals regarding student access and success for online students.  
   *Responsible:* College Roundtable
Foothill College Student Equity: COURSE COMPLETION

Goal: Increase success rate in credit courses of all groups to 70%.

Activities

1. Learning Communities: Maintain existing programs (Mfumo, Puente) and increase number of learning communities.
   Responsible: VP Student Services

2. Curriculum Changes: Explore various ways to enhance the curriculum to reflect changing needs of students.
   Responsible: Instruction

3. Variety of teaching techniques: Continue to expand the use of a variety of teaching styles directed towards the different learning styles of students with the intent of improving student success.
   Responsible: VP Instruction

4. Early Alert: Expand the system of early alert for basic skills students to provide assistance before they withdraw or fail.
   Responsible: Dean of Student Success

5. Mentoring Program: Conduct mentoring program for underrepresented students that involves college students, staff and the community. The mentors will assist students in accessing resources designed to help them stay in college.
   Responsible: Outreach Office

6. Networks: Continue the work of the faculty/staff networks to increase the interaction between staff and students
   Responsible: VP Student Services

   Responsible: Student Equity Committee

8. Student Learning Outcomes: Develop and implement student learning outcomes at the course, program, and institutional level.
   Responsible: Academic Senate

   Responsible: Academic Senate
Foothill College Student Equity:
ESL & BASIC SKILLS COMPLETION

Goal: Increase college-level course success by 5% across all ethnic groups.

In addition to the activities listed on the previous page under course completion, the following activities will also be implemented.

Activities

1. MESA: Implement MESA Program once new facilities are built (2007-08)
   Responsible: VP Student Services

2. Networks: Coordinate and market student support services through the staff networks.
   Responsible: VP Student Development

3. Prerequisites: Establish and enforce prerequisites and advisories for key gateway courses.
   Responsible: VP Student Development

4. Freshman Experience: Expand program to provide support services for basic skills students that integrates college success skills and basic skills English and Math courses.
   Responsible: VP Student Development

5. Automatic Registration: Require basic skills students to enroll in basic skills courses upon placement.
   Responsible: VP Student Development
Foothill College Student Equity:
DEGREE AND CERTIFICATE COMPLETION

Goals: 1) Increase the number of degrees and certificates awarded by 8% per year for the next five years.
2) Continue to monitor the ethnic and gender distribution of recipients to assure it is comparable to that of the total student body.

Activities

1. Promote the Associate Degree: Develop promotional materials on the benefits of an associate degree and how to achieve one.
   Responsible: Dean Counseling and Marketing Office

2. Degree Audit System: Using the degree audit system, identify students who are close to having a degree and send information to them about how they might obtain one.
   Responsible: Dean Counseling

3. Certificate for GE Requirements: Grant a certificate of completion for general education requirements.
   Responsible: VP Instruction and VP Student Development

4. Internal Program Agreements: Implement internal agreements with high interest programs, such as Dental Hygiene and Radiation Therapy, to keep basic skills & ESL students on track for success.
   Responsible: Outreach Office
Foothill College Student Equity: 
TRANSFER

Goals:  1) Increase the number of students who transfer by 8% each fall for the next five years.
        2) Assure that the ethnic and gender distribution of transfers is comparable or greater than that of the total student body enrollment.
        3) Work to obtain better data on the number of students who transfer.

Activities

Increase Number of Transfers

1. Field Trips: Upon availability of external funding, conduct field trips to various colleges/university in the state.
   Responsible: Transfer Center Coordinator

   Responsible: Articulation Officer

3. Transfer Agreements: Promote the availability of guaranteed transfer agreements to students.
   Responsible: Transfer Center Coordinator

4. Instructor Mentoring: Create a mentoring program in which faculty work with students to assist them in transferring to four-year institutions.
   Responsible: Outreach Officer

5. Alumni Connections: Use alumni and alumni groups from the community as well as our own staff, to serve as mentors and resources to encourage students to attend four-year institutions.
   Responsible: Foothill Foundation & Community Liaison

Obtain Better Data

1. Chancellor’s Office: Work with the State Chancellor’s Office to identify better data on students who transfer from Foothill College.
   Responsible: FHDA Research Office
The sources of funding for this plan are existing institutional funds. As stated in the overview, Foothill College used its PfE allocations to create and implement programs to address student equity goals. These programs have become institutionalized with their own respective operating budgets and allocations.

Foothill College also plans to explore new external grant opportunities, such as Title III, Title IV and TRIO grants.
The College Roundtable will be responsible for updating the college on the progress of the student equity goals on an annual basis.

This evaluation will be based on the five student equity indicators using updated data from the Office of Institutional Research.

To continue the cycle of evaluation, the student equity goals will be monitored and adjusted as necessary.