



# The Student Pathway at Foothill College Part 1

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## Validating the Student Pathway

- Who are we serving?
- Are they making progress?
  
- How do we continue to facilitate their progress?



## Data Overview

- Enrollment
- Course Success



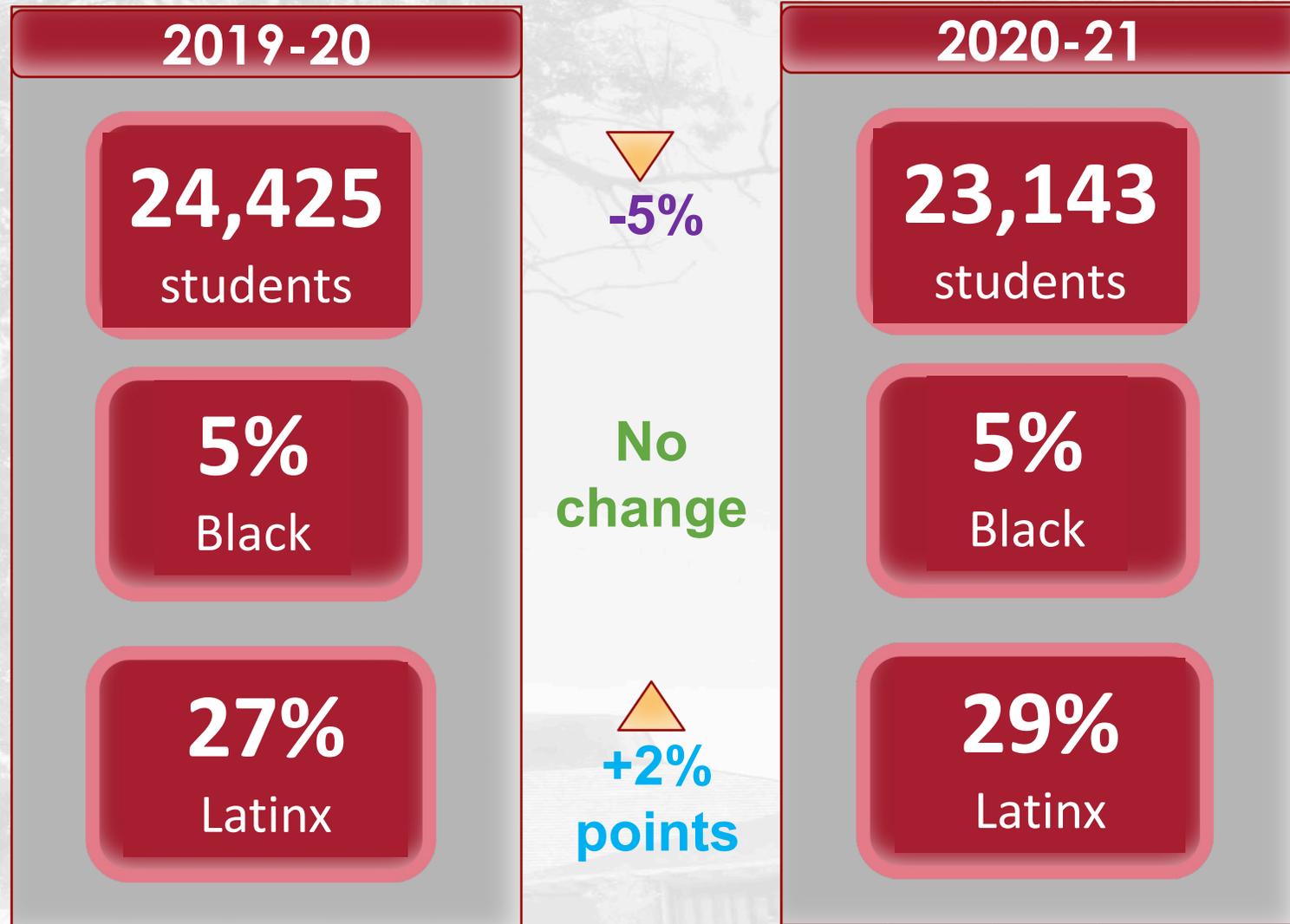
## Enrollment

**Who are we serving?**

**Pre-Pandemic vs. Pandemic**

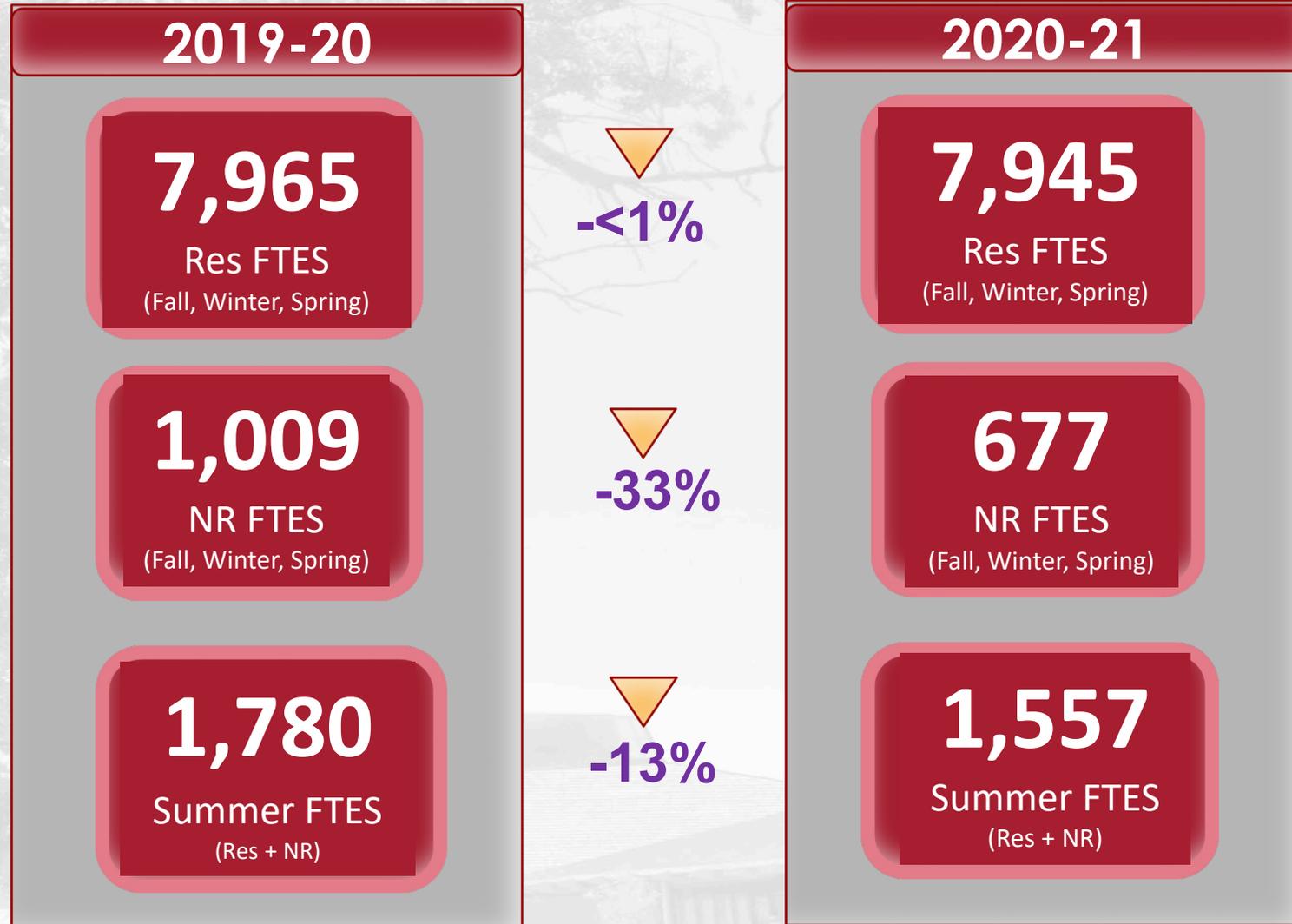


# Year-to-Year Enrollment Decline





# Year-to-Year FTES Decline



Key observation:  
FTES decline from  
NR and Summer;  
role of F1 enr

Source: FHDA IRP, P-Annual | Res FTES and NR FTES includes Fall, Winter, Spring, Second Spring terms only. | Summer FTES includes Res and NR.  
2019-20 FTES=10,754 | Fall FTES:=3,151 | Winter FTES=2,901 | Spring FTES=<2,748 | Second Spring FTES=175 | Summer Res=1,629; NR=151  
2020-21 FTES=10,180 | Fall FTES=3,070 | Winter FTES=2,855 | Spring FTES=2,583 | Second Spring FTES=116 | Summer Res=1,461; NR=96



# We know there was a decline in total students enrolled...

Headcount

**+49**

**-108**

**-5**

**-557**

**-680**

More  
Latinx

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Fewer  
African American/Black

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Fewer  
Filipinx

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Fewer  
Asian

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Fewer  
White

Change

**+1%**

**-10%**

**<1%**

**-8%**

**-9%**



# We continue to serve Santa Clara County....

**58%**

Fall 2019

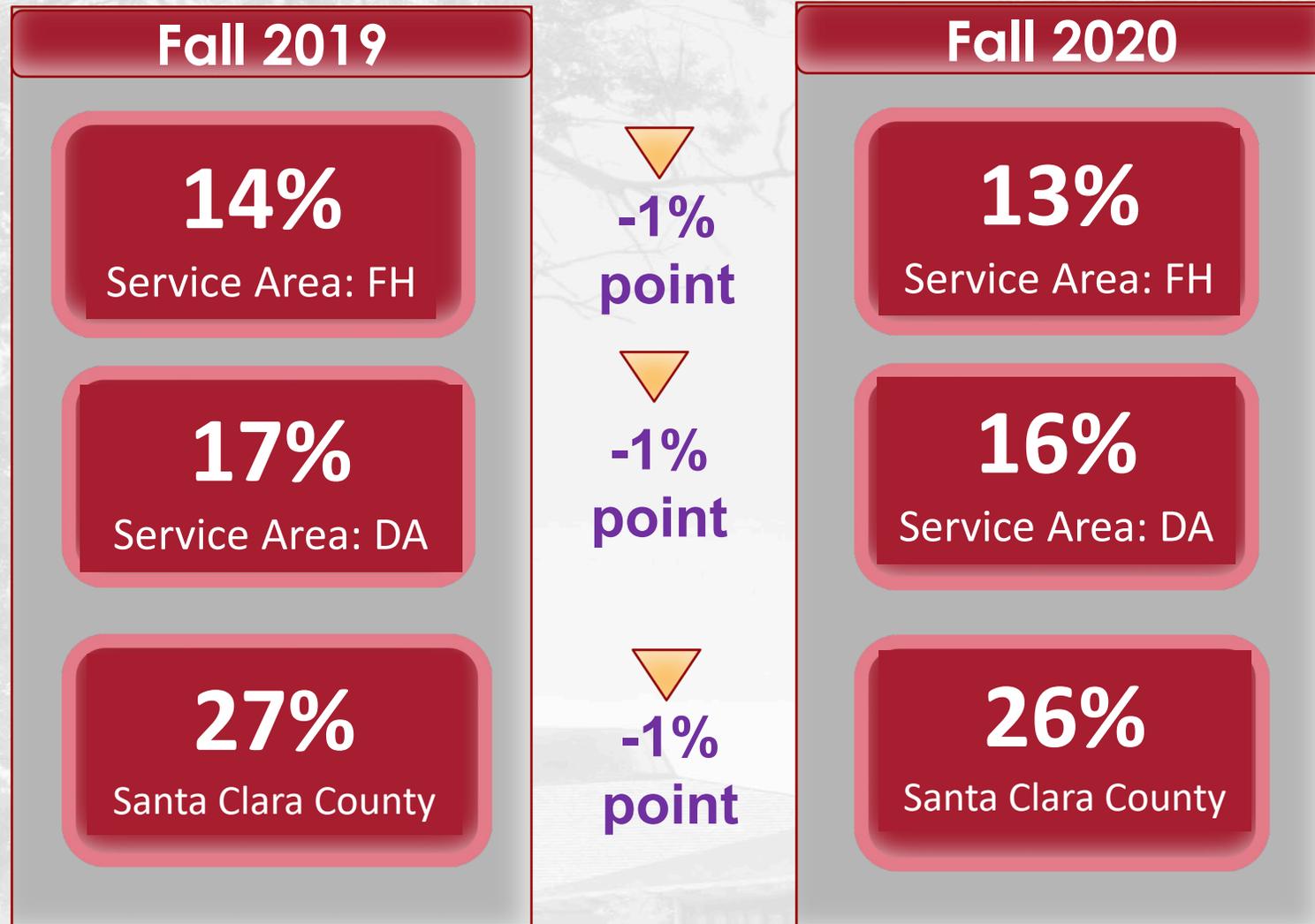


**55%**

Fall 2020



# HC Decline within SC County



Source: FH IRP | Service Area-FH: Los Altos, LA Hills, Mtn. View, Palo Alto, Stanford | Service Area-DA: Cupertino, Sunnyvale, Santa Clara (part), San Jose (part), Saratoga (part).  
Fall 2019 Headcount: Service Area-FH=1,961 | Service Area-DA=2,394 | Santa Clara County (rest)=3,619 | San Mateo County=2,209 (16%)  
Fall 2020 Headcount: Service Area-FH=1,684 | Service Area-DA=2,118 | Santa Clara County (rest)=3,351 | San Mateo County=2,188 (17%)



# Santa Clara County Decline by Ethnicity Headcount

		<u>Students Lost</u>
<b>African American/Black</b>	➔	<b>59</b>
<b>Filipinx</b>	➔	<b>23</b>
<b>Latinx</b>	➔	<b>199</b>
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<b>Asian</b>	➔	<b>306</b>
<b>White</b>	➔	<b>201</b>

Source: FH IRP | Fall terms only.

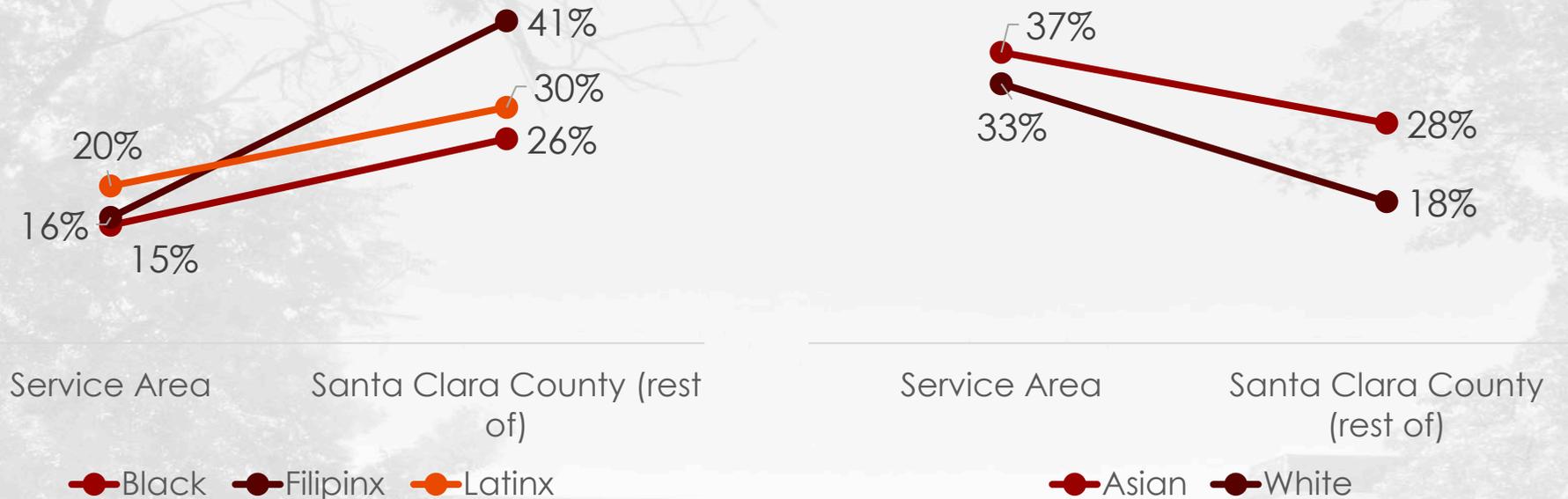
Fall 2019: Total Asian HC=4,032; Service Area HC=1,613 (40% of all Asian); Rest of SC County=1,165 (29% of all Asian) | Total Black HC=665; Service Area HC=114 (17% of all Black); Rest of SC County=161 (24% of all Black) | Total Filipinx HC=645; Service Area HC=105 (16% of all Filipinx); Rest of SC County=286 (44% of all Filipinx) | Total Latinx HC=3,625; Service Area HC=833 (23% of all Latinx); Rest of SC County=1,133 (31% of all Latinx) | Total White HC=3,934; Service Area HC=1,386 (35% of all White); Rest of SC County=753 (19% of all White)

Fall 2020: Total Asian HC=3,811; Service Area HC=1,391 (37% of all Asian); Rest of SC County=1,081 (28% of all Asian) | Total Black HC=555; Service Area HC=81 (15% of all Black); Rest of SC County=147 (26% of all Black) | Total Filipinx HC=641; Service Area HC=104 (16% of all Filipinx); Rest of SC County=264 (41% of all Filipinx) | Total Latinx HC=3,559; Service Area HC=710 (20% of all Latinx); Rest of SC County=1,057 (30% of all Latinx) | Total White HC=3,801; Service Area HC=1,242 (33% of all White); Rest of SC County=696 (18% of all White)



# Santa Clara County Representation by Ethnicity

Key observation:  
Black, Filipinx,  
Latinx from outside  
service area;  
experiences  
coming from  
outside immediate  
surrounding  
neighborhoods



Source: FH IRP | Fall terms only.

Fall 2020: Total Asian HC=3,811; Service Area HC=1,391 (37% of all Asian); Rest of SC County=1,081 (28% of all Asian) | Total Black HC=555; Service Area HC=81 (15% of all Black); Rest of SC County=147 (26% of all Black) | Total Filipinx HC=641; Service Area HC=104 (16% of all Filipinx); Rest of SC County=264 (41% of all Filipinx) | Total Latinx HC=3,559; Service Area HC=710 (20% of all Latinx); Rest of SC County=1,057 (30% of all Latinx) | Total White HC=3,801; Service Area HC=1,242 (33% of all White); Rest of SC County=696 (18% of all White)



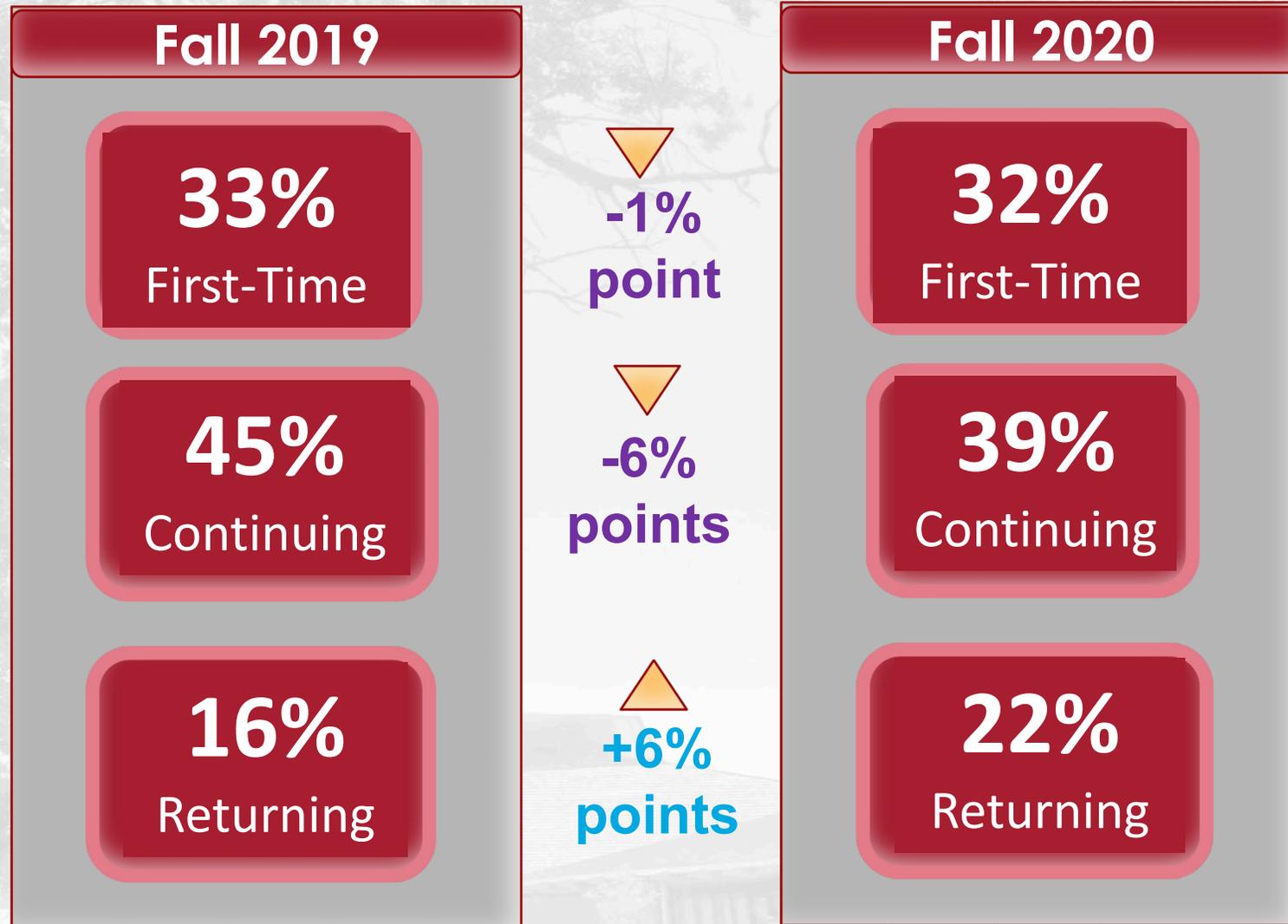
# What does the student population pipeline look like?



Over 1/3 students are continuing



# What type of student enrolled?





# Any changes in student type enrollment by ethnicity?

From Fall 2019 to Fall 2020

**African American/  
Black**

Largest  
Decrease

**First Time  
transfers**

Largest  
Increase

**Returning**

**Filipinx**

**HS  
Concurrent**

**Returning**

**Latinx**

**Continuing**

**Returning**

**Pacific Islander**

**HS  
Concurrent**

**First Time  
New**

**Asian**

**First Time  
New**

**HS  
Concurrent**

**White**

**Continuing**

**HS  
Concurrent**



# Non-Credit Enrollment 2019-20 vs. 2020-21

**-7%**

Headcount  
Decrease

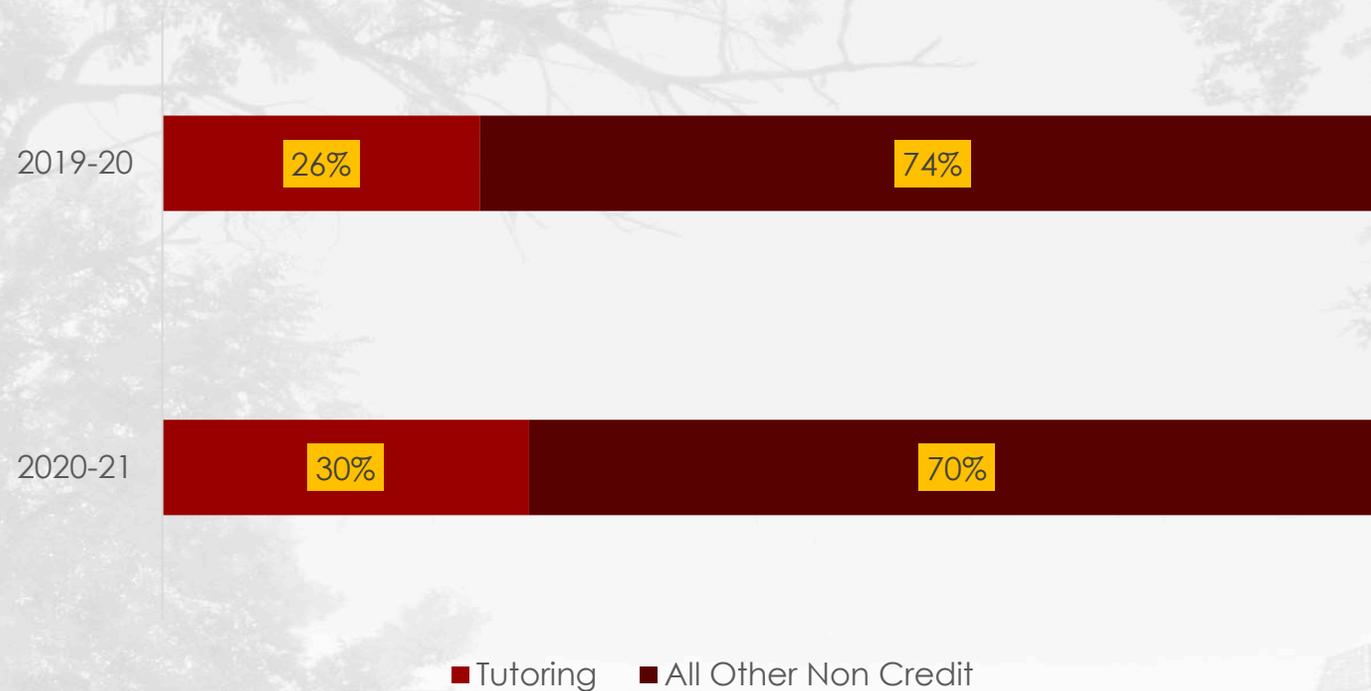
**-2%**

Enrollment  
Decrease

Fewer students enrolled in NC but each student seemed to  
enrolled in more than 1 NC section



# Where is the Non-Credit Enrollment?



Increased enrollment in NCBS and NCLA sections



## Course Success

**Are students experiencing  
success in the classroom?**

**Pre-Pandemic vs. Pandemic**



# Are students progressing toward their educational goal?

## Course Success Rates

**79%**

Fall 2019



**80%**

Fall 2020

**81%**

2019-20



**81%**

2020-21

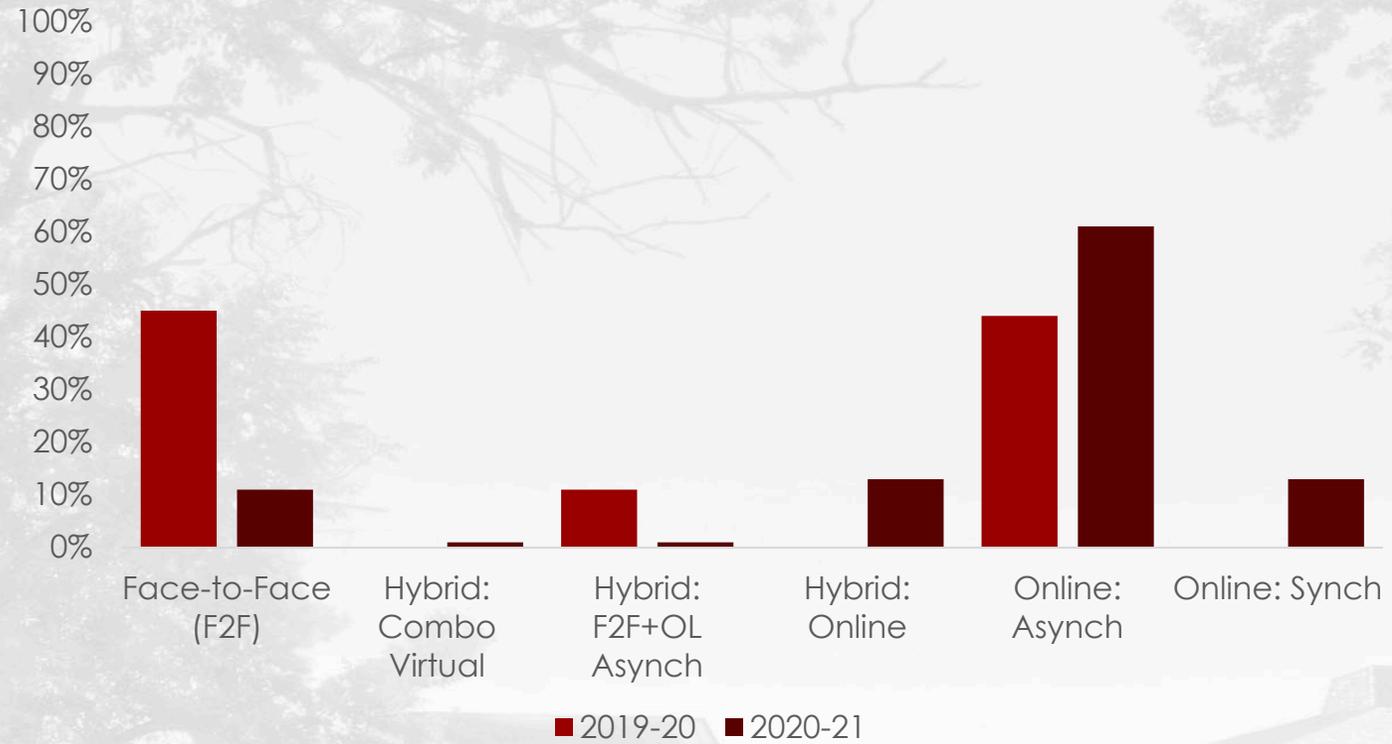
Source: FH IRP | Fall, winter, spring, second spring terms.

2019-20 HC=24,425 | Asian=6,985 | Black=1,136 | Filipinx=1,157 | Latinx=6,458 | Native American=124 | Pacific Islander=284 | White=7,649

2020-21 HC=23,143 | Asian=6,428 | Black=1,028 | Filipinx=1,152 | Latinx=6,507 | Native American=128 | Pacific Islander=315 | White=6,969



# What was the instructional experience for students?

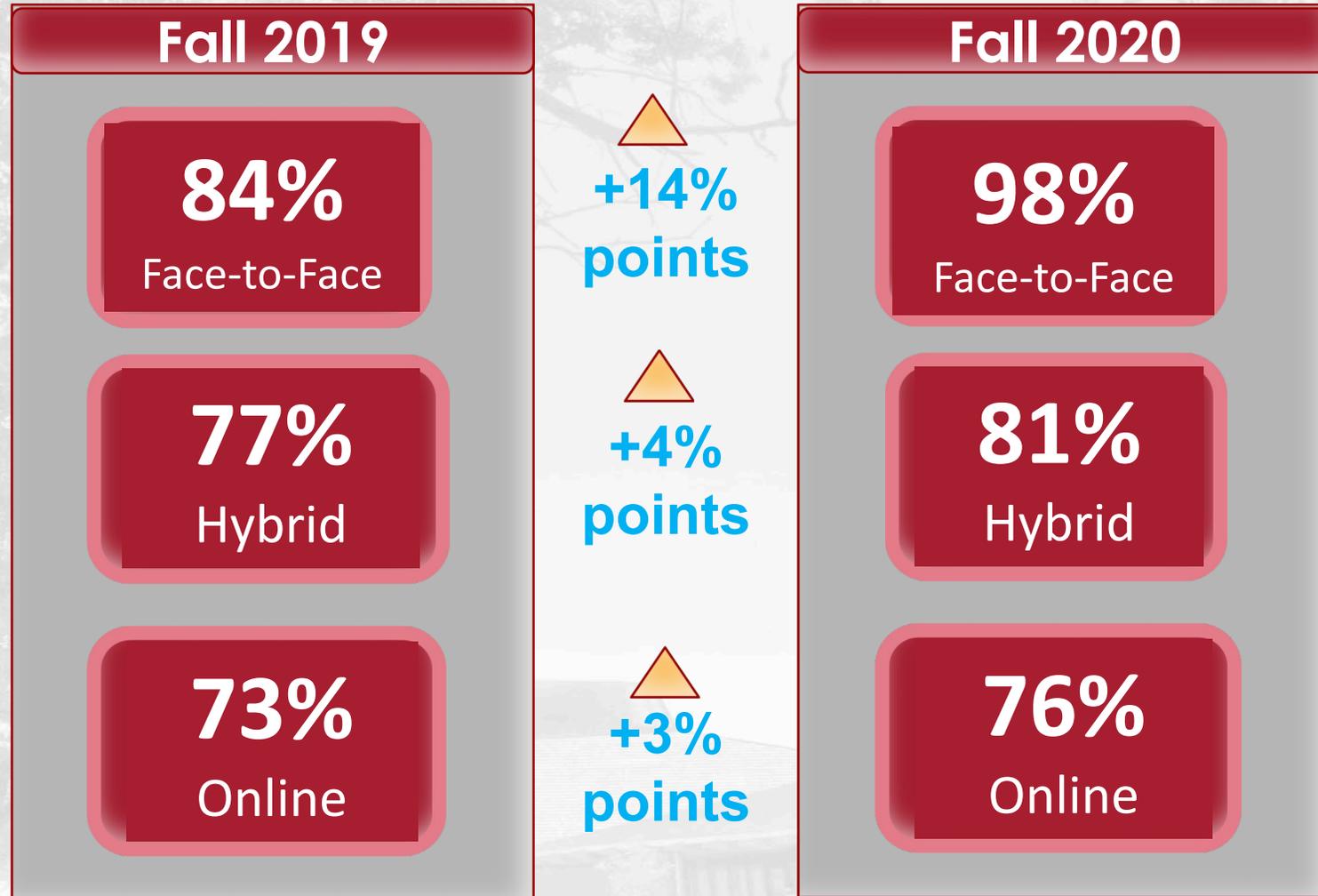


Majority of sections offered are still taught asynchronously online

Source: FH IRP | Fall, winter, spring, second spring terms. | 2019-20 sections were coded as face-to-face, hybrid (in person and asynchronous online) and online (100% asynchronous online). | 2020-21 sections were coded as face-to-face, hybrid (in person and asynchronous online/combined virtual/online/all modalities), online (fully asynchronous/fully asynchronous) | Fall 2020 Hybrid: All Modalities now shown as the 16 sections represent <1% of sections.



# Does modality facilitate course success (Fall-to-Fall)?



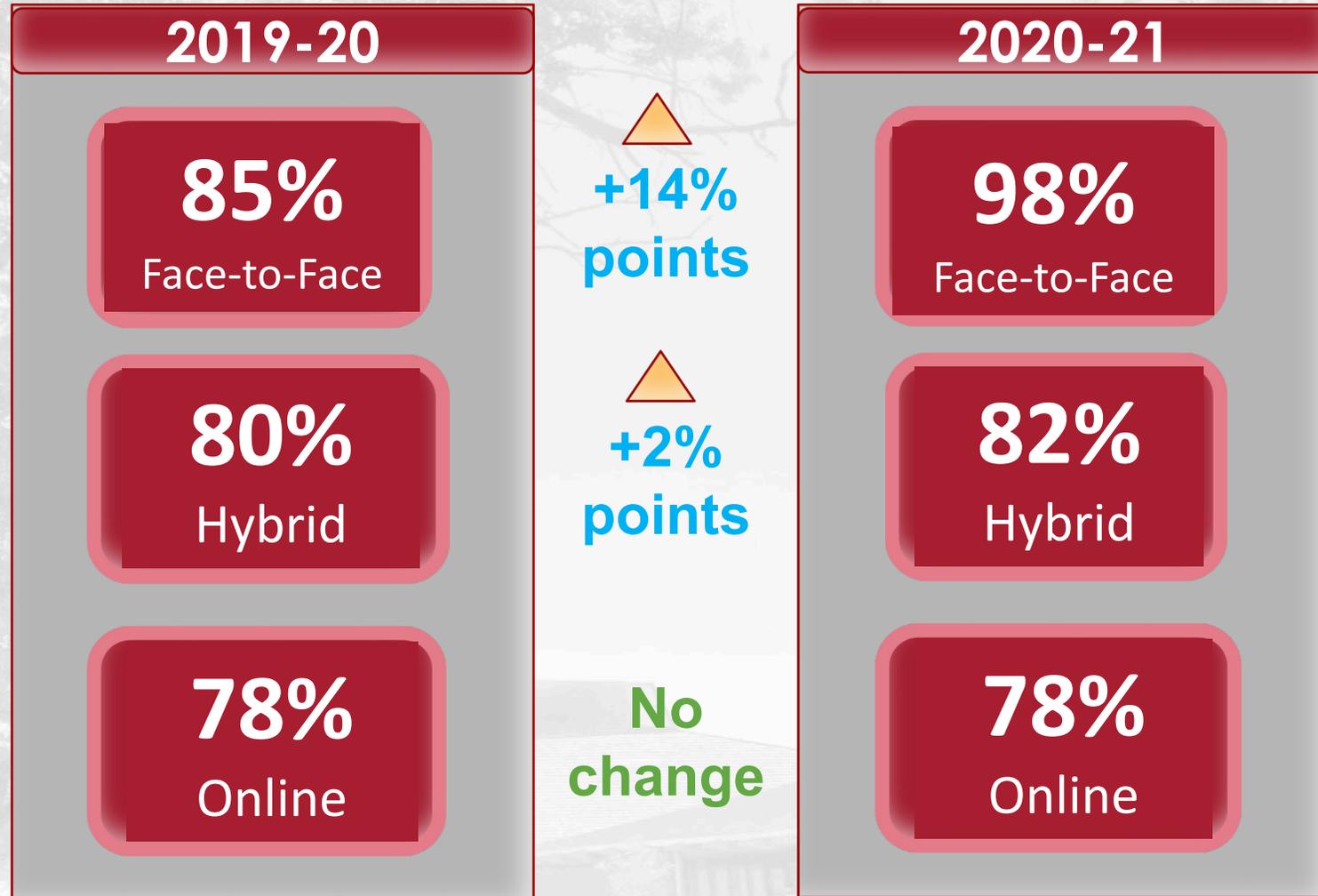
Source: FH IRP | Fall 2020 face-to-face sections were offered primarily in allied health, apprenticeship, LINC.

Hybrid includes Hybrid: All Modalities (T sections), Hybrid: Combined Virtual (R sections), Hybrid: Online (asynchronous/synchronous) (Z sections) |

Online includes Online: Fully Asynchronous (W sections), Online: Fully Synchronous (V sections)



# Does modality facilitate course success (Year-to-Year)?



Source: FH IRP | Fall, winter, spring, second spring terms. | Fall 2020 face-to-face sections were offered primarily in allied health, apprenticeship, LINC. Hybrid includes Hybrid: All Modalities (T sections), Hybrid: Combined Virtual (R sections), Hybrid: Online (asynchronous/synchronous) (Z sections) | Online includes Online: Fully Asynchronous (W sections), Online: Fully Synchronous (V sections)



# Online Course Success 2020-21

**78%**

Online asynchronous  
#1 modality

**80%**

Online synchronous  
#2 modality

**79%**

Hybrid: Online  
#3 modality

**89%**

Hybrid: F2F + online  
asynchronous  
#4 modality



# Course Success by Ethnicity 2019-20 vs. 2020-21

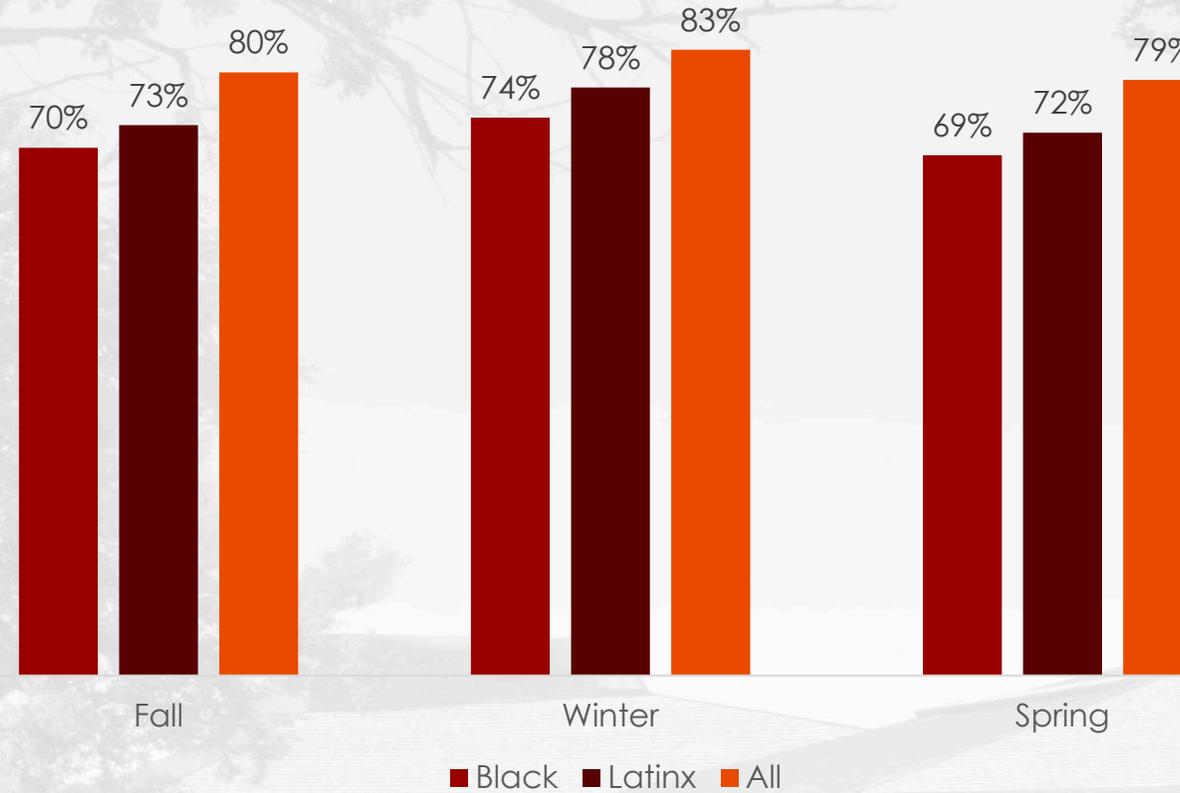
<u>2019-20</u>	<u>2020-21</u>		<u>2020-21 Gap</u>
75%	75%	Latinx	-6%
66%	71%	African American/ Black	-10%
80%	82%	Filipinx	No gap
86%	86%	Asian	No gap
85%	84%	White	No gap

Latinx gap persists at -6%; Black gap narrowed by 5%; Overall success rate=81%

Source: FH IRP | Fall, Winter, Spring, Second Spring terms. | Success gap calculated against total success rate (2019-20 and 2020-21=81%).  
2019-20 success gap: Black=-15%; Filipinx=-1%; Latinx=-6% | 2020-21 success gap: Black=-10%; Filipinx=+1%; Latinx=-6% | Success gap  
narrowed by 5% among Black students and 0% among Latinx students. Success gap eliminated among Filipinx students.



# 2020-21 Course Success by Ethnicity by Term



Disproportionate impact is consistent and persistent

Source: FH IRP | Fall, Winter, Spring, Second Spring terms.



# Online Course Success by Ethnicity 2020-21

## African American/Black

**76%**      **67%**

Hybrid

Online

## Success Gap



## Latinx

**75%**      **69%**

Hybrid

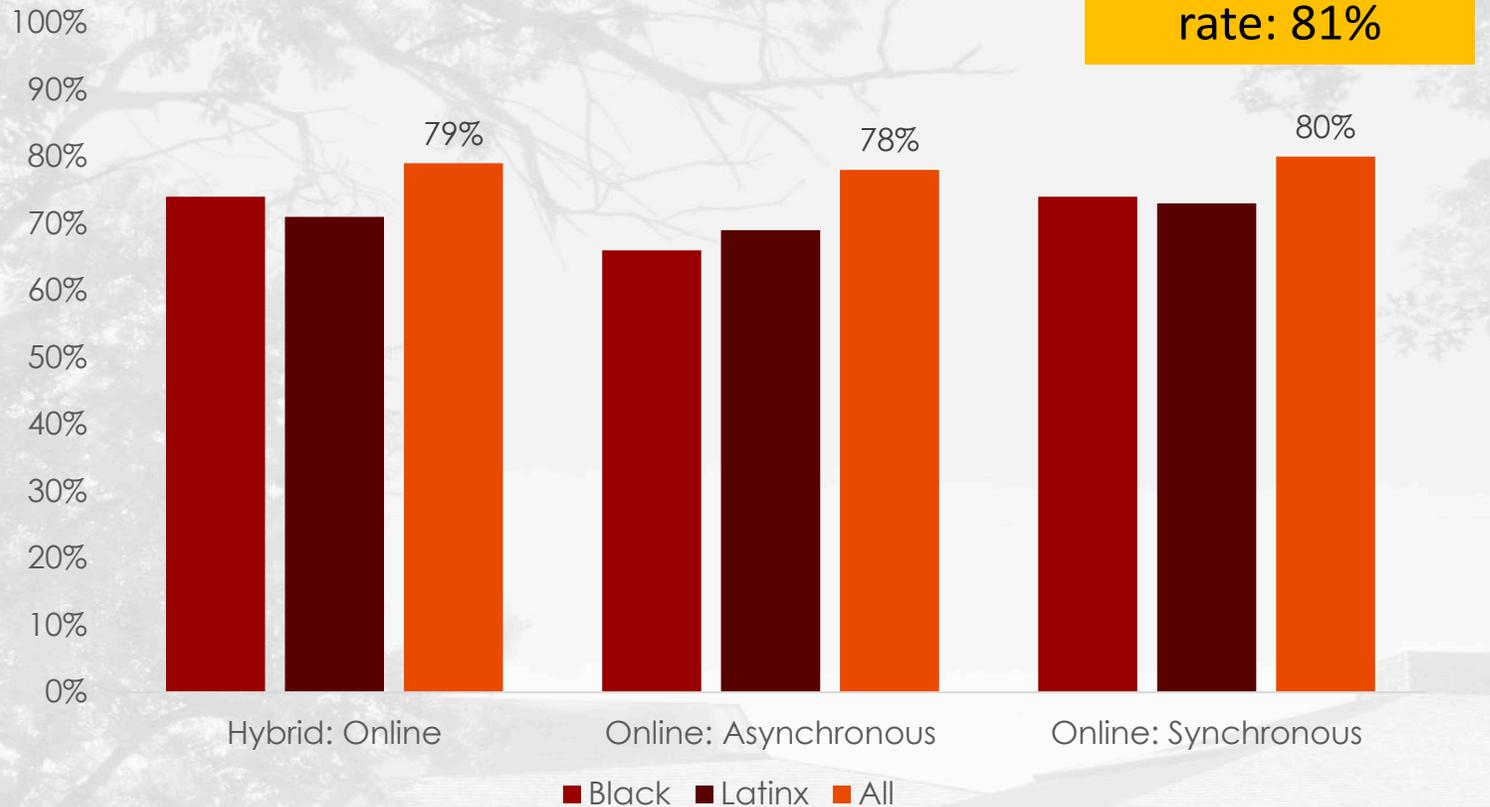
Online





# Online Course Success by Ethnicity + Modality

Overall success rate: 81%



Asynchronous learning yielded lower success rates

Source: FH IRP | Fall, winter, spring, second spring terms. | Section coding include Online: Fully Synchronous (V sections), Online: Fully Asynchronous (W sections), Hybrid: Face-to-Face + Online Asynchronous (Y sections), Hybrid: Online (Z sections).



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# Online Course Success by Ethnicity 2020-21

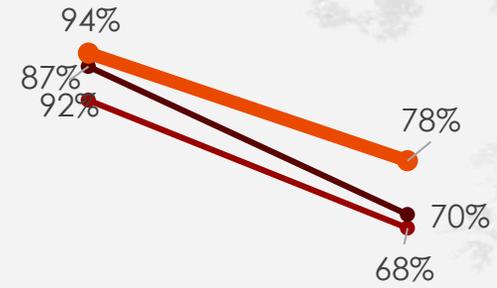
## African American/Black

**87%**      **68%**

Hybrid

Online

## Success Gap



## Latinx

**92%**      **70%**

Hybrid

Online

Hybrid      Online  
● Black   ● Latinx   ● All