

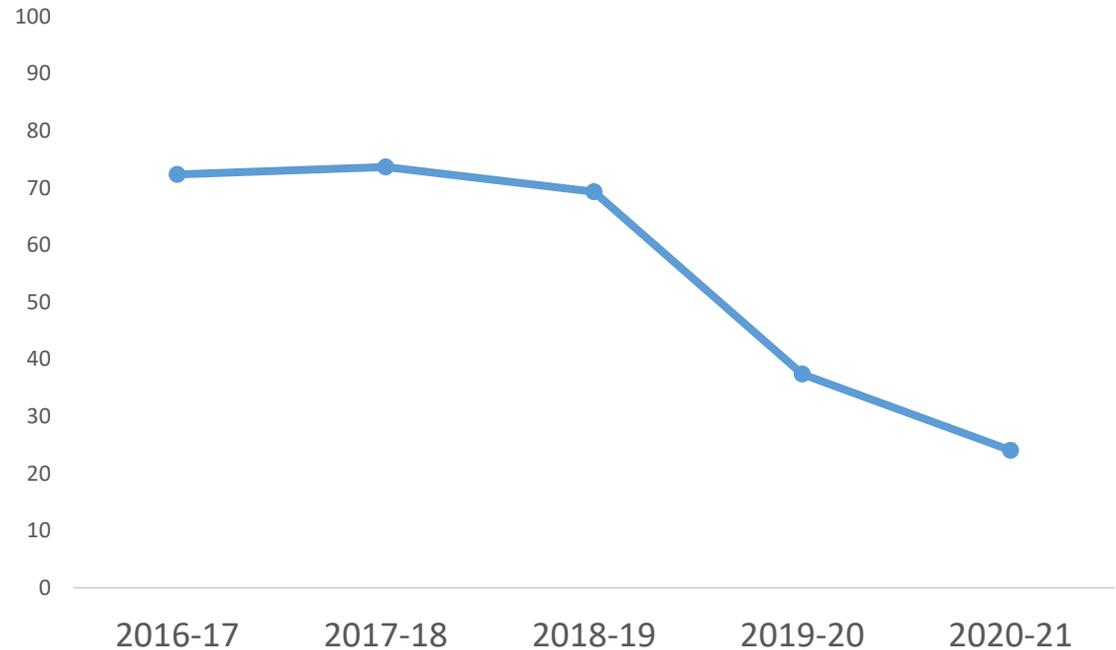
Foothill Tutoring

- Tutoring PROD trend is in decline
- Declining trend since 2016-17
- Decline especially steep between 2018-19 to 2019-20 when pandemic occurred

-67%

Rate of decline in PROD over past 5 years

Tutoring Productivity Trend, 2016-17 to 2020-21



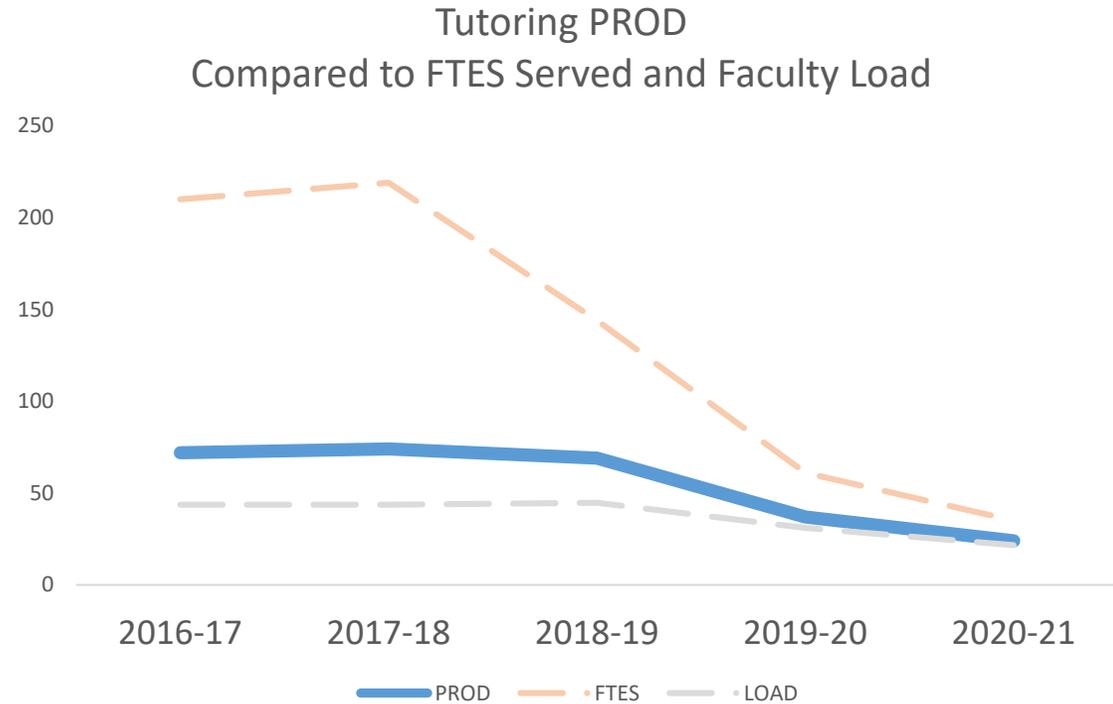
Notes: Non-Credit: Basic Skills-FH includes NCBSF405. MPS tutoring sections are included.
Non-Credit: College Skills-FH includes NCCSF405. and NCCSF406.
Non-Credit: Language Arts-FH includes NCLAF406A, NCLAF406B, and NCLAF407A
Includes all sections with and without enrollment (including with enrollment and no load), excludes cancelled sections.
Data are disaggregated by Program, Accounting Method, and Year.

Foothill Tutoring

- Tutoring FTES in decline since 2017-18
- Loss of over 80% in FTES
- Reduction in Load corresponding with PROD trend line

-53%

Rate of decline in LOAD over past 5 years



Notes: Non-Credit: Basic Skills-FH includes NCBSF405. MPS tutoring sections are included.
Non-Credit: College Skills-FH includes NCCSF405. and NCCSF406.
Non-Credit: Language Arts-FH includes NCLAF406A, NCLAF406B, and NCLAF407A
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Calculating Tutoring PROD

- From IRP side (follows 320 report):
 - We capture CRNs with at least one registered student
 - These are positive attendance sections
 - So has WSCH, FTES, Load, PROD
 - But sometimes there is WSCH, FTES but no Load, so no PROD generation
- From budget side:
 - We capture any Load
 - These include all Load whether or not there is apportionment
 - So has Load BUT....does not generate WSCH, FTES, PROD
 - “True” cost is masked