

**Foothill College**  
**Student Equity Report**

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## Introduction

The last student equity report was written in January, 2005 to comply with Foothill-De Anza Community College District Board policy<sup>1</sup> and California state guidelines that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. The 2005 report listed baseline data and established specific goals for the college to accomplish in each of these categories.

The goals of this report are to:

- Update the previous equity report;
- Provide recommendations for further action;
- Report on the progress of the 2005 goals; and,
- Inform the campus of new data gathered in academic year 2009-2010.

## Update to 2005 Report

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### OVERALL COORDINATION

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#### **2005 Goal: To implement the Student Equity Plan**

Foothill College set up a system of coordination to effectively and efficiently implement the activities of the Student Equity Plan. This system includes the establishment of a standing Student Equity Committee as part of the College Roundtable, which provides overall direction to the program and conducts annual evaluations to assess the progress toward meeting equity goals.

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<sup>1</sup> Board Policy 5600 reads: The Board is committed to assuring student equity in all of the District's educational programs and college services in order to close the achievement gap between targeted groups of students and other groups for the purpose of increasing educational opportunity and success for all students. The chancellor shall assure that each college establishes and implements a student equity plan that meets the Title 5 standards for such a plan. (Title 5, Section 54220, Education Code Sections 66030, 66250 et seq., and 72010 et seq.)

## Evaluation

The 2005 goal integrated the work of student equity into all aspects of the campus, including shared governance groups, Opening Day activities, staff development programs, and overall college planning.

While a Student Equity Committee has been formed, it is not currently a part of the shared governance committee, PaRC. Additionally, it is not clear who the committee reports to or who gets its recommendations. At this time, the overall goal of coordination and visibility of student equity has not been met.

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## 2010 Recommendations

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- 1) **Foothill College should make the Student Equity Plan a part of its main focus every year;**
- 2) **The main shared governance group, PaRC, should be assigned the responsibility of creating achievable, sustainable, measurable goals that become part of campus strategic planning and the program review process. PaRC should establish yearly goals, identify those who are responsible for the goals, and evaluate the goals at the end of each academic year.**

In order to achieve the above recommendations, the Student Equity Committee suggests the following for PaRC to consider:

- 1) Make student equity a part of the program review and resource allocation processes;
- 2) Establish benchmarks for hiring administrators, faculty, and classified staff;
- 3) Establish a Student Equity Office in the same vein as the Office of Multicultural Relations that existed a number of years ago;
- 4) Integrate student equity goals into the college and district strategic plans;
- 5) Establish periodic external evaluation of equity efforts, using members of the outside community; and

- 6) Undertake difficult dialogues campus-wide on race, gender, disability, sexual orientation in order to maintain equity as an important campus goal.

The Student Equity Committee feels strongly that progress on equity among disparate groups on campus will not occur until the entire campus owns the problem and the solutions. The suggestions above are a first step in delegating responsibility for equity to the campus as a whole.

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## **ACCESS**

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**2005 Goal: Student body demographics will reflect the diversity of the college service area.**

### **Evaluation**

There are many data sources available to evaluate the demographics in the college service area. These sources indicate that Foothill's direct service area – Los Altos, Palo Alto, and Mountain View - has a different demographic mix than does the greater Santa Clara County population. However, with 72% of Foothill's student population coming from outside the cities in its direct service area, a more useful unit of analysis for future study may be the greater Santa Clara County population.

Table 1 reflects the diversity of Santa Clara County. In addition to Foothill's Fall 2009 student ethnicity breakdown, it provides the ethnicity breakdown of Santa Clara County from two sources – US Government Census for the 2009 total county residents, and the Santa Clara County Office of Education for the County's K-12 student population breakdown.

**Table 1. Ethnic Breakdown of Foothill Student Population, Santa Clara County Residents, and K-12 Student Populations**

<b>Ethnicity</b>	<b>County Population, 2009</b>	<b>County K-12 Student Population, 2009</b>	<b>Fall 2009 FH Student Population</b>
African American	3%	3%	4%
Asian / Filipino / PI	32%	32%	28%
Hispanic	26%	37%	13%
White	37%	24%	49%
Multi-Ethnic	3%	4%	6%

Source: Census.gov and Santa Clara County Office of Education.

Note: For purposes of comparison to the Santa Clara County percentages, students whose ethnicity is unreported are excluded from this table, constituting about 15% of the student body.

This table reveals that the Santa Clara County population is clearly changing. According to the Census data, we see that White residents currently account for the largest portion of the county at 37%, followed by Asian residents at 32%, and Hispanic residents at 26%. The K-12 student population data reveal the changing demographics of the county; in the K-12 population in 2009, the largest ethnic group was the Hispanic students at 37%, followed by Asian students at 32%, and White students at 24%.

Foothill’s student population mirrors the two Santa Clara County population estimates with a similar proportion of Asian and African American students, but is clearly under-represented in terms of Hispanic students (13% Foothill, 26% County residents, and 37% K-12 students) and over-represented by White students (Foothill – 49%, County residents – 37%, K-12 Students – 24%).

Table 2 provides the trend of Foothill’s ethnic breakdown for selected Fall terms from 2003 to 2009. Overall, the student ethnic mix has remained relatively consistent. There is a drop in the Asian student population from Fall 2007 to Fall 2009, with a possibility that the newly added Multi-Ethnic category in Fall 2009 at least partially accounts for this trend. This possible trend should be further investigated to consider its possible continuing impact on the number of Asian students reported at Foothill.

**Table 2. Ethnic Breakdown Trend of Foothill Students, Fall 2003 to Fall 2009**

<b>Ethnicity</b>	<b>Fall 2003 Students</b>	<b>Fall 2005 Students</b>	<b>Fall 2007 Students</b>	<b>Fall 2009 Students</b>
African Amer.	4%	4%	4%	4%
Asian / Fil./ PI	32%	33%	36%	28%
Hispanic	15%	14%	15%	13%
White	49%	49%	46%	49%
Multi-Ethnic	0%	0%	0%	6%

Note: Students whose ethnicity is unreported are excluded from this table. This constitutes about 15% of the student body.

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## **COURSE COMPLETION**

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**2005 Goal: Increase success rate in all credit courses of all student ethnic groups to 70%.**

Table 3 provides course success rate data by ethnicity during the 2003-04 and 2008-09 academic years. Course success, as defined by state standards, refers to the percentage of students who successfully complete courses with passing grades of A, B, C or Credit, divided by the total number of students receiving grades in a course (including W grades).

**Table 3. Success Rate in Credit Courses by Ethnicity, 2003-04 and 2008-09**

<b>Ethnicity</b>	<b>2003-04 Course Success Rate</b>	<b>2008-09 Course Success Rate</b>	<b>Difference</b>
African American	74%	69%	-5%
Asian / Filipino / PI	86%	86%	0%
Hispanic	78%	77%	-1%
White	87%	86%	-1%

**Evaluation:**

While success rates for the Asian, Hispanic and White student groups have remained relatively constant in the past five years, there has been a five percentage point drop in the success rates for African American students. In addition, a sizable achievement gap still exists between African American and

Hispanic students and their White and Asian counterparts, and this gap has if anything widened for African American students since 2003-04.

It should be noted that college-wide course success rates are a very high-level metric, and as such may miss key nuances in student segments' success. For example, if the types of courses taken by White students differ markedly from their Hispanic and African American counterparts, a success rate difference might be expected. Previous analyses does show that White students, compared to other student populations, tend to enroll disproportionately in "lifelong learning" courses where the success rates are very high. Further analysis should be undertaken to compare success rates within course categories (basic skills, transfer-level, etc.). It is very likely that the achievement gap noted above still exists in some form; such an analysis would simply identify more clearly points of intervention.

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## ESLL AND BASIC SKILLS COMPLETION

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**2005 Goal: Increase college-level course success by 5% across all student ethnic groups.**

One method to address college-level course achievement is to track cohorts of students who start at the entry levels of basic skills and measure the percentage of students who succeed in the degree-applicable course in that discipline. For example, we could track the percentage of students starting in English 100 or English 110 who eventually succeed in English 1A. Similarly, we could look at the percentage of students starting in Fundamental Mathematics (250/200/230) or Beginning Algebra (101/220) who eventually succeed in the degree-applicable Math course of Intermediate Algebra (105).

Tables 4 and 5 provide the differential cohort tracking rates by ethnicity for student cohorts starting in the entry levels of basic skills English and Math in 2003-04 and 2007-08. These two time points were identified to allow for three years of cohort tracking data.

**Table 4. Cohort Tracking Rate for English Entry Level Starters, 2003-04 and 2007-08**

<b>Ethnicity</b>	<b>2003-04 Cohort English 1A Success Rate</b>	<b>2007-08 Cohort English 1A Success Rate</b>	<b>Difference</b>
African American	37%	35%	-2%
Asian / Filipino / PI	41%	44%	3%
Hispanic	38%	38%	0%
White	52%	50%	-2%

Note: "Entry Level" in English is defined as starting in English 100 or 110 or their equivalents.

**Table 5. Cohort Tracking Rate for Math Entry Level Starters, 2003-04 and 2007-08**

<b>Ethnicity</b>	<b>2003-04 Cohort Math 105 Success Rate</b>	<b>2007-08 Cohort Math 105 Success Rate</b>	<b>Difference</b>
African American	25%	25%	0%
Asian / Filipino / PI	44%	42%	-2%
Hispanic	32%	31%	-1%
White	48%	48%	0%

Note: "Entry Level" in Math is defined as starting in Math 250, Math 200, Math 230, or their equivalents.

**Evaluation:**

For English entry level starters, degree-applicable success rates of the cohorts were fairly consistent over the two time periods, with slight decreases (-2%) for African-American and White students, and a slight increase (+3%) for Asian students. However, more importantly, there exist sizable differences between the ethnic groups in both cohorts. For the 2007-08 cohort, the Asian cohort trailed their White counterparts by 6 percentage points, Hispanic students trailed by 12 points, and African American students trailed by 15.

There exists an even larger gap for the Math cohorts as the 2007-08 African American students who successfully pass Math 105 from the entry levels at nearly half the rate of White students (25% vs. 48%), with Hispanic students also experiencing a large difference with the White cohort (31% vs. 48%).

A portion of this Math finding may be likely explained by the fact that a greater proportion of African American and Hispanic students start "farther away" from Math 105, at the lowest levels of Math curriculum. In a perfect world, we could



track differential rates by ethnicity of Math 105 attainment by the exact starting levels of their Math sequence, but limited sample sizes hinder this analytical approach. Regardless, there is clearly a significant issue that needs to be addressed with further investigation.

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## DEGREE AND CERTIFICATE COMPLETION

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**2005 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 distribution of recipients to assure it is comparable to that of the total student body.

Tables 6 and 7 provide the degree and certificate attainment rates for cohorts of first-time freshmen in Fall 2000 and 2005. These cohorts are defined by their enrollment status as new Foothill students in a given term whose most recent educational experience was at the high school level. While this selection criterion does not necessarily mean students in the cohort were attempting to attain a degree or certificate, it does provide a consistent cohort for comparison purposes.

**Table 6. Degree Attainment of First-Time Freshmen by Ethnicity, Fall 2000 and Fall 2005**

Ethnicity	Fall 2000 FTF Degree Rate	Fall 2005 FTF Degree Rate	Difference
African American	5.2%	8.3%	3.1%
Asian / Filipino / PI	9.7%	9.5%	-0.2%
Hispanic	1.7%	3.8%	2.1%
White	4.8%	5.2%	0.4%

**Table 7. Certificate Attainment of First-Time Freshmen by Ethnicity, Fall 2000 and Fall 2005**

Ethnicity	Fall 2000 FTF Certificate Rate	Fall 2005 FTF Certificate Rate	Difference
African American	7.2%	4.2%	-3.0%
Asian / Filipino / PI	2.3%	2.1%	-0.2%
Hispanic	6.7%	7.1%	0.4%
White	4.6%	5.0%	0.4%

## **Evaluation:**

Regardless of any caveats, the degree and certificate attainment rates are fairly low for students within both cohorts. Even so, there are some interesting trends to report.

In the degree table (Table 6), it appears that African American first-time freshmen experienced a 60% increase in degree attainment from 5.2% in the 2000 cohort to 8.3% in the 2005 cohort. While African American students in 2005 outpaced their White counterparts in degree attainment (8.3% vs. 5.2%), Asian students demonstrated the highest level of degree attainment at 9.5%. The data suggests a marked difference in degree rates for the Hispanic cohort, whose degree attainment trailed the other groups at 3.8%. Even though their degree attainment figures appear low, this percentage reflects a doubling of the 1.7% attainment rate from 2000.

The certificate attainment rate is nearly reversed from the degree rate (Table 7). Hispanic students demonstrated the highest certificate achievement rate (7.1%) with Asian students experiencing the lowest certificate rate (2.1%). While this difference may have something to do with the differential attainment goals set by the two groups, it still remains an equity issue. This possible explanation warrants further investigation.

The monitoring of degree and certificate attainment rates will continue to be a priority to ensure that success rates are becoming more comparable between student ethnic groups.

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## **TRANSFER**

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**2005 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.**

## **Evaluation:**

Since the 2005 report was written, the RP Group conducted the “Transfer Velocity Cohort Report” for the Chancellor’s Office. Our access to this query-able database allows for comparison of transfer rates by college by cohort year, including breakdowns by ethnicity and other demographics (see <http://webprod.cccco.edu/datamartrans/dmtrnsstucsel.aspx> for more details).

Table 8 provides a summary of data extracted from this database for the 1999-00 and 2003-04 cohorts (allowing for five years of data per cohort).

**Table 8. Transfer Rate by Ethnicity using the CCCCO Transfer Velocity Cohort Report**

<b>Ethnicity</b>	<b>1999-2000 Transfer Rate within 5 Years</b>	<b>2003-04 Transfer Rate Within 5 Years</b>	<b>Difference</b>
African American	35%	46%	11%
Asian / Filipino / PI	64%	66%	2%
Hispanic	32%	27%	-5%
White	41%	50%	9%
Unknown/Decline	49%	44%	-5%

Note: The CCCCO methodology defines its initial cohort as those students who earn at least 12 units and attempt a college-level Math or English course.

The data from the “Transfer Velocity Project” shows variability in the transfer rates between the 1999-2000 and 2003-04 cohorts. This finding may be partially due to the small sample sizes in each cohort that meet the projects’ cohort definition of earning at least 12 units and attempting a college-level English or Math course. In addition, these parameters eliminate significant numbers of students who never emerge from the English or Math entry level basic skills sequence. Even with this limitation, Asian and White students have higher transfer rates compared to their African American and Hispanic counterparts. In the 2003-04 cohort, Asian students were more than twice as likely (66% vs. 27%) to transfer than their Hispanic counterparts, and this trend continues when compared to African American (66% vs. 46%) and White students (66% vs. 50%).

Our access to the California Postsecondary Education Commission (CPEC) data shows the trends on transfer to the UC and CSU systems by ethnicity over the past five academic years (Tables 9 and 10).

**Table 9. Foothill College Transfers to CSU by Ethnicity, 2004-05 to 2008-09**

<b>Ethnicity</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
African American	16	14	23	11	15
Asian/ Filipino/PI	68	68	70	74	59
Hispanic	37	54	50	47	44
White	127	136	158	154	126
Other	178	148	119	107	90
<b>Total</b>	<b>426</b>	<b>420</b>	<b>420</b>	<b>393</b>	<b>334</b>

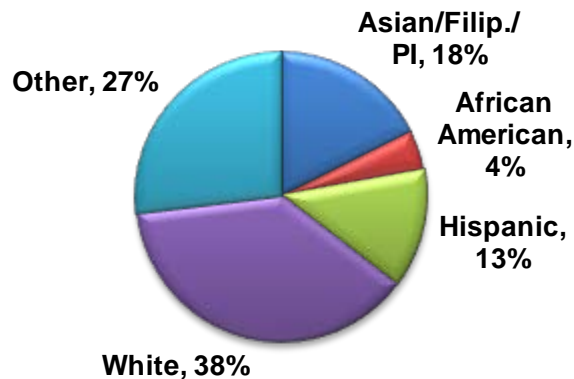
**Table 10. Foothill College Transfers to UC by Ethnicity, 2004-05 to 2008-09**

<b>Ethnicity</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
African American	1	3	4	5	3
Asian/Filipino/PI	133	139	131	130	160
Hispanic	12	5	15	20	17
White	96	100	97	94	69
Other	25	17	21	14	23
<b>Total</b>	<b>267</b>	<b>264</b>	<b>268</b>	<b>263</b>	<b>272</b>

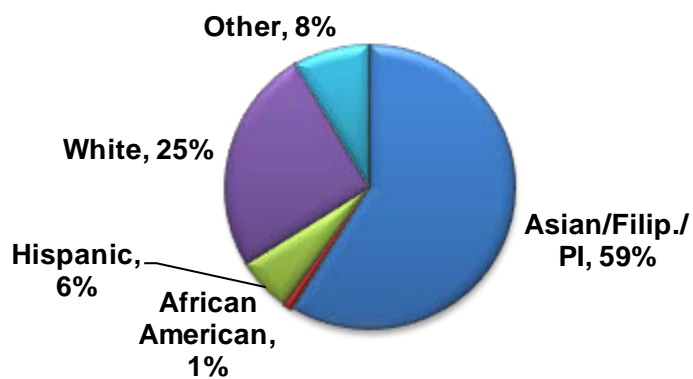
The data suggests there has been a decline in CSU transfers in the last two years, while the UC transfers remain relatively constant. There are not definitive patterns in this data among the student ethnic groups, other than a consistent decrease in CSU transfers among students of “other” and unknown backgrounds. One possible explanation for this finding is that over the last few years, transfer to private and out-of-state institutions has increased, although there are no current figures to make comparisons by ethnic background. Additionally, there is the possibility that there may exist differential transfer institution goals among different ethnic groups, which may be revealed by closer examination of student transfer goals and patterns.

Figures 1 and 2 provide the percentage of CSU and UC transfers by ethnicity for 2008-09.

**Figure 1. 2008-09 CSU Transfers by Ethnicity**



**Figure 2. 2008-09 UC Transfers by Ethnicity**



Note the vastly different story for the two types of destination institutions. At the CSU level, White students make up the largest percentage of the transfers at 38%. For the UC transfers, Asian students make up a majority of the transfer group at 59%. In both cases, the Hispanic and African American students represent small percentages of the transfer group to the CSU and UC systems.

## Conclusion

By comparing the data from 2005 to 2009 and examining the goals established five years ago, the Student Equity Committee reports that equity goals have not been met and that, in fact, some aspects of student equity have worsened over the past five years. As there continues to be stark disparities among student ethnic groups, this critical issue of equity is still a problem for the campus.

To explain the continuing disparities among ethnic groups, the Committee argues that student equity has not remained a priority for the campus - that equity has dropped off the radar, so to speak. The Committee is also concerned about student equity being relegated to the Student Equity Committee. While this committee is made up of strongly committed members, it has no authority to implement and monitor campus-wide goals.

The solution to the equity disparity at Foothill College is to make equity a goal for the entire campus. Equity needs to be seen as a major priority for the campus, not just for parts of the campus or for certain student groups. All members of the campus community – from the Chancellor and Board to faculty and classified – should have equity goals clearly identified as part of their work on campus.

Student equity is about sustainability. Given the details this report provides, this issue needs to be at the forefront of the campus (and District) priorities to address its complexities and identify strategies that will move toward student equity.