Who are Foothill Students?

Revisiting the College Mission
Revising the Educational & Strategic Master Plan (ESMP)

December 5, 2012
PaRC Presentation

FOOTHILL COLLEGE
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E. Kuo
Foothill IR&P

Overview

Purpose:
Demographic data about Foothill students

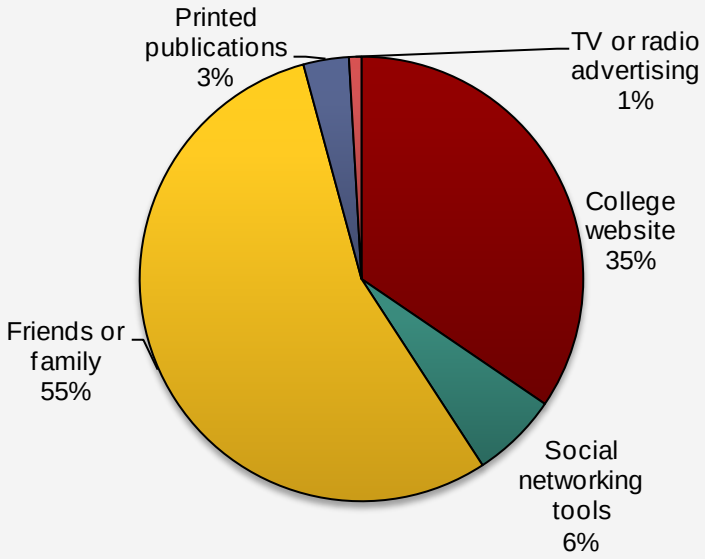
Outcomes data about Foothill students

Goal:
Inform the college mission

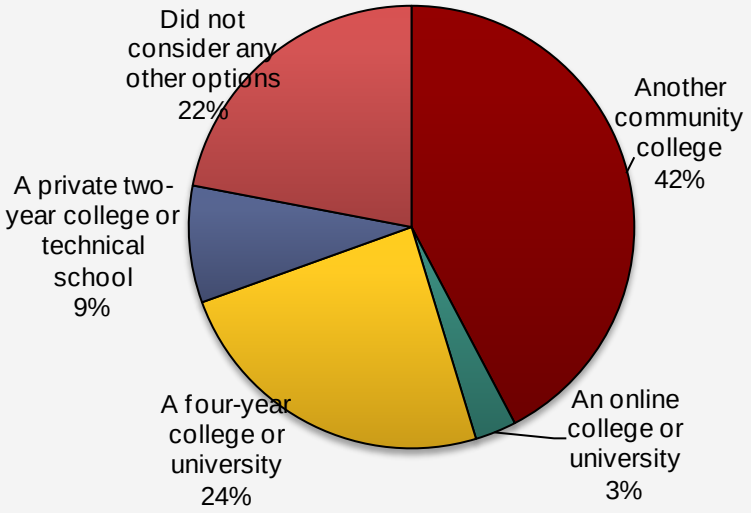
Background

Choosing Foothill

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



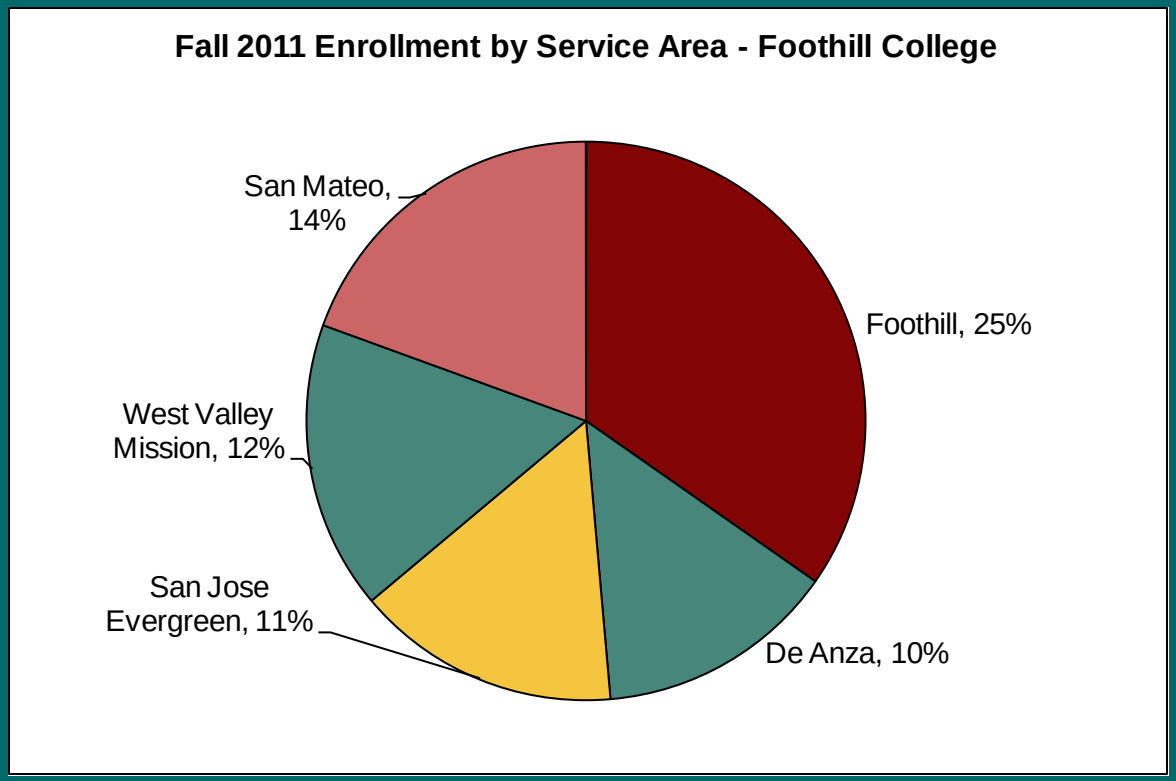
What other educational options did you consider prior to attending this college?



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.

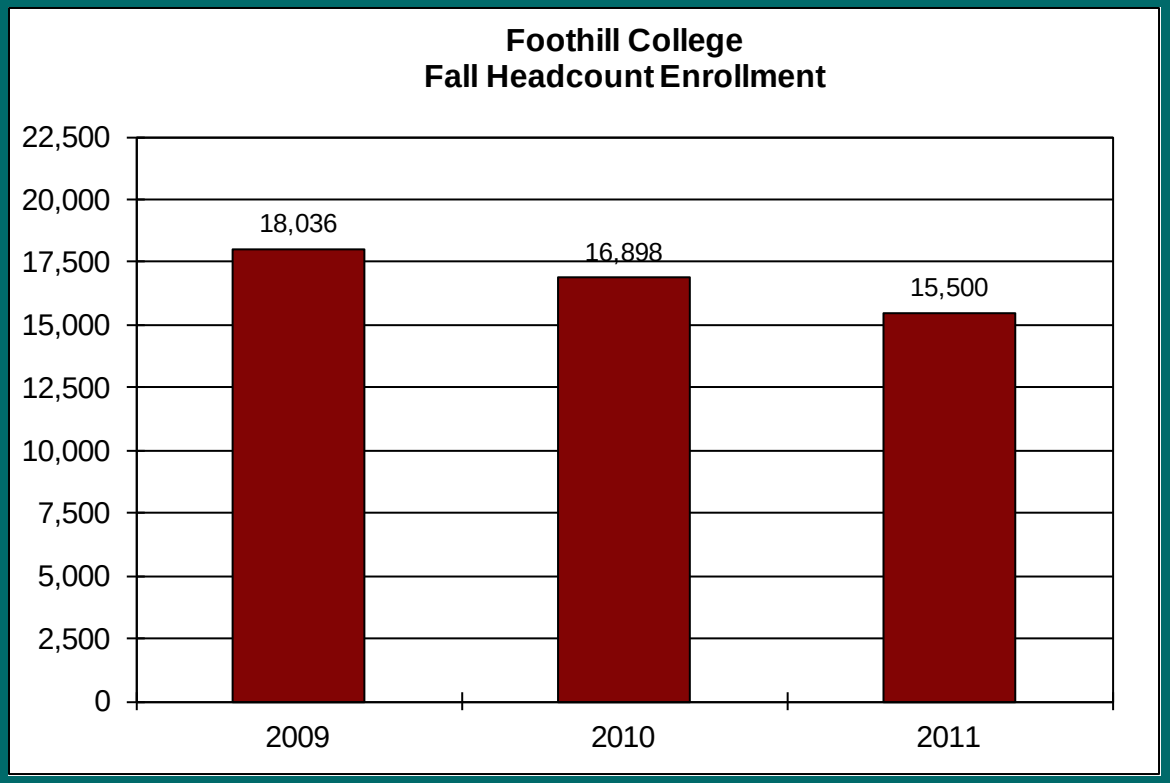
Where do our students live?



Source: FHDA IR&P

International students and students from outside Santa Clara and San Mateo counties make up 28% of enrollment.

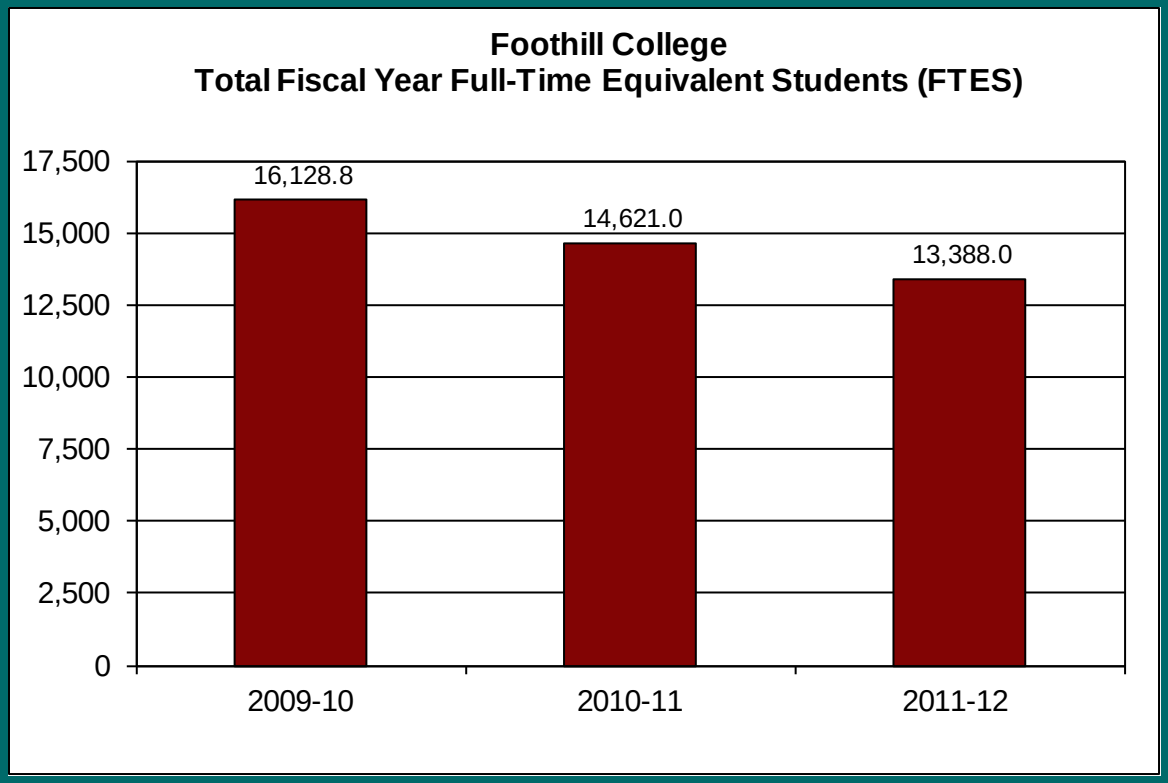
What are our enrollment trends?



Source: FHDA IR&P

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

What are our enrollment trends?



Source: FHDA IR&P

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

Student Characteristics

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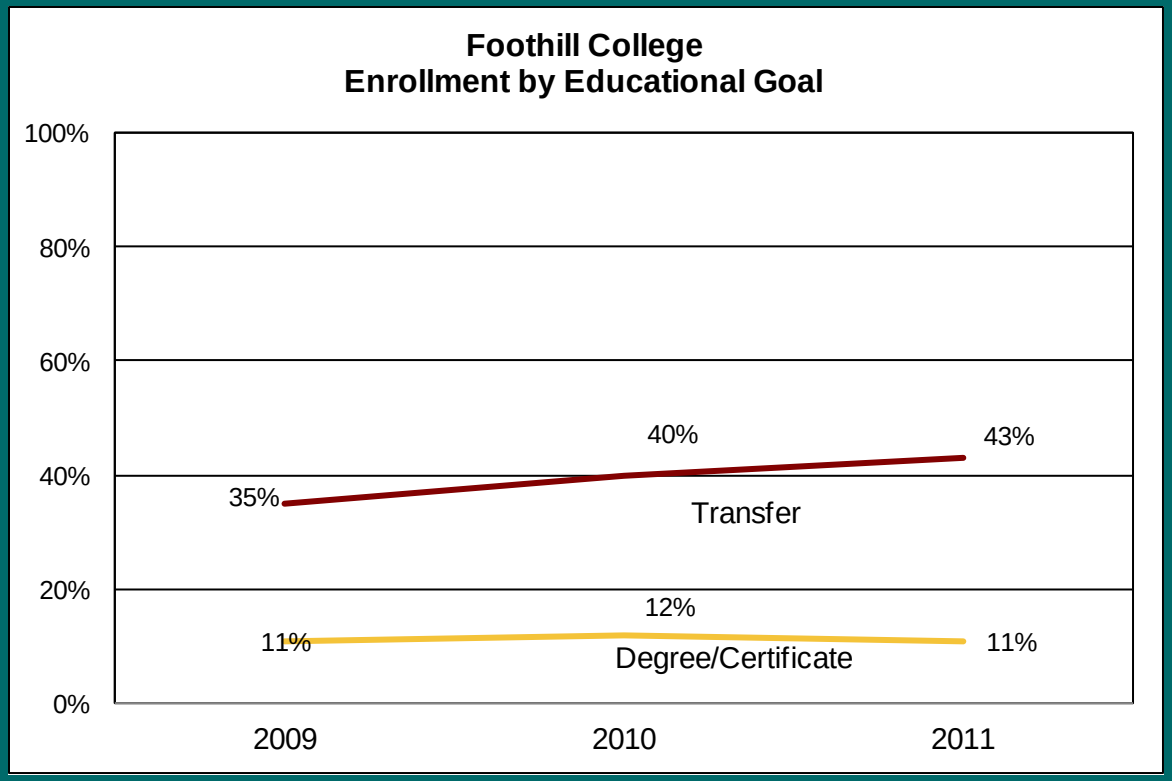
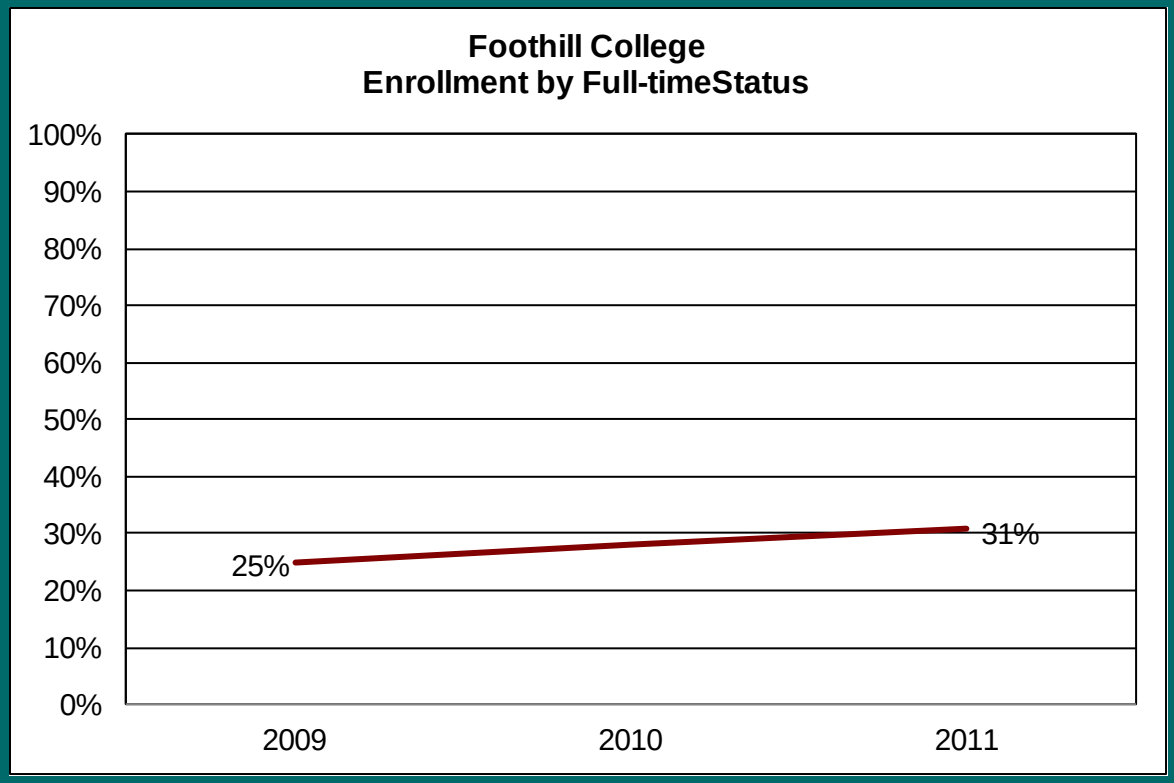
Why are students at Foothill?



Source: FHDA IR&P

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

Enrollment Status



Source: FHDA IR&P

Increasing trend over past three years of more full-time students.

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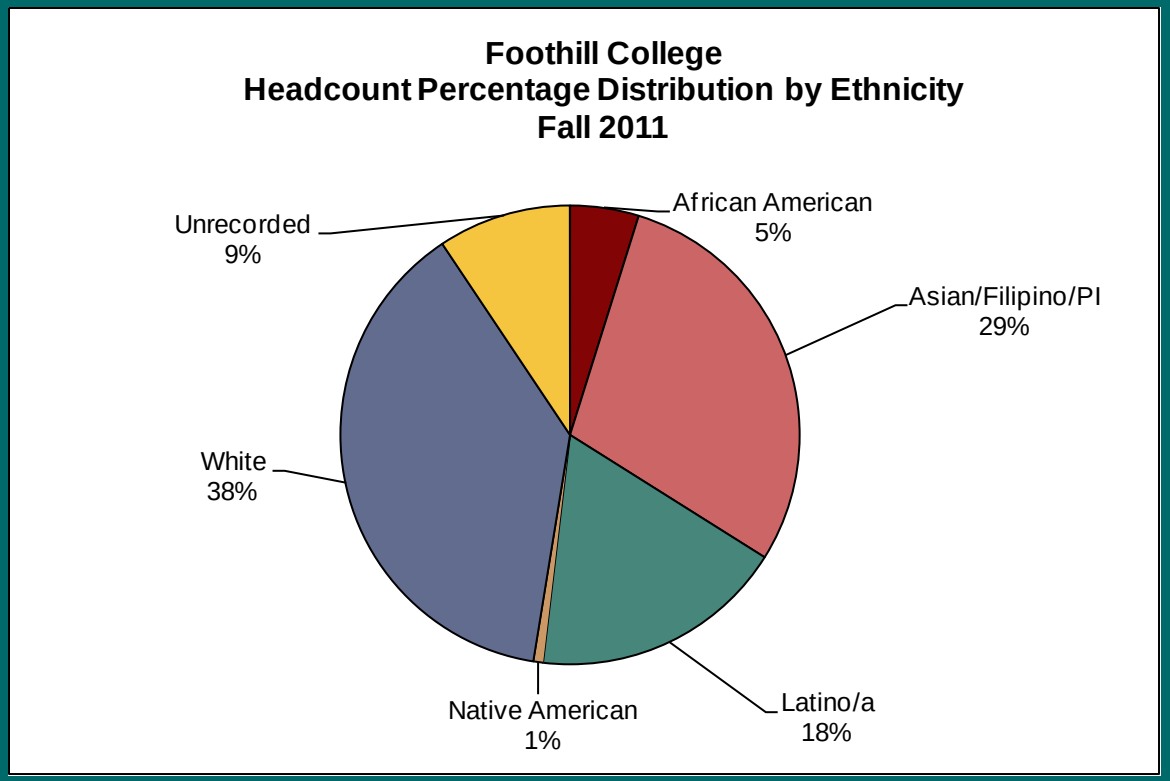
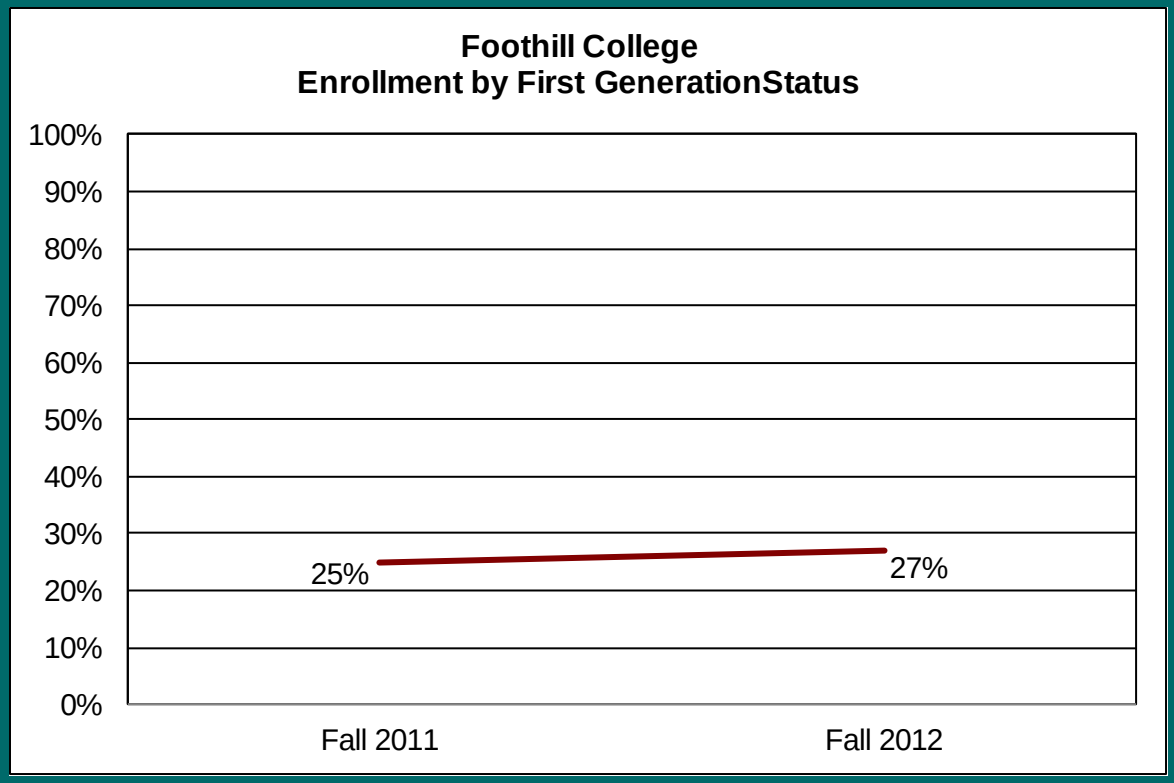
What ethnic groups are represented at Foothill?



Source: FHDA IR&P

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

Educational Background

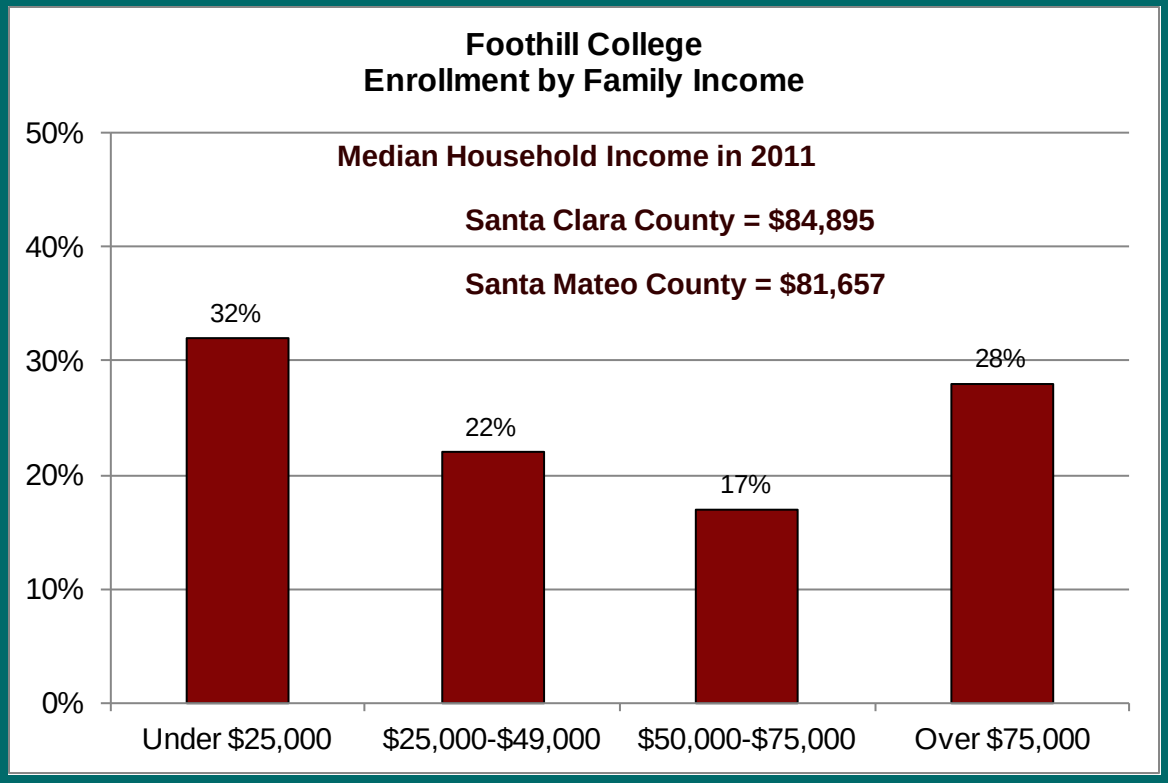


Students who applied on or after 2011W and enrolled in 2012F.
Fall 2012 FH = 11,824

Source: CCCApply

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).

Family Income

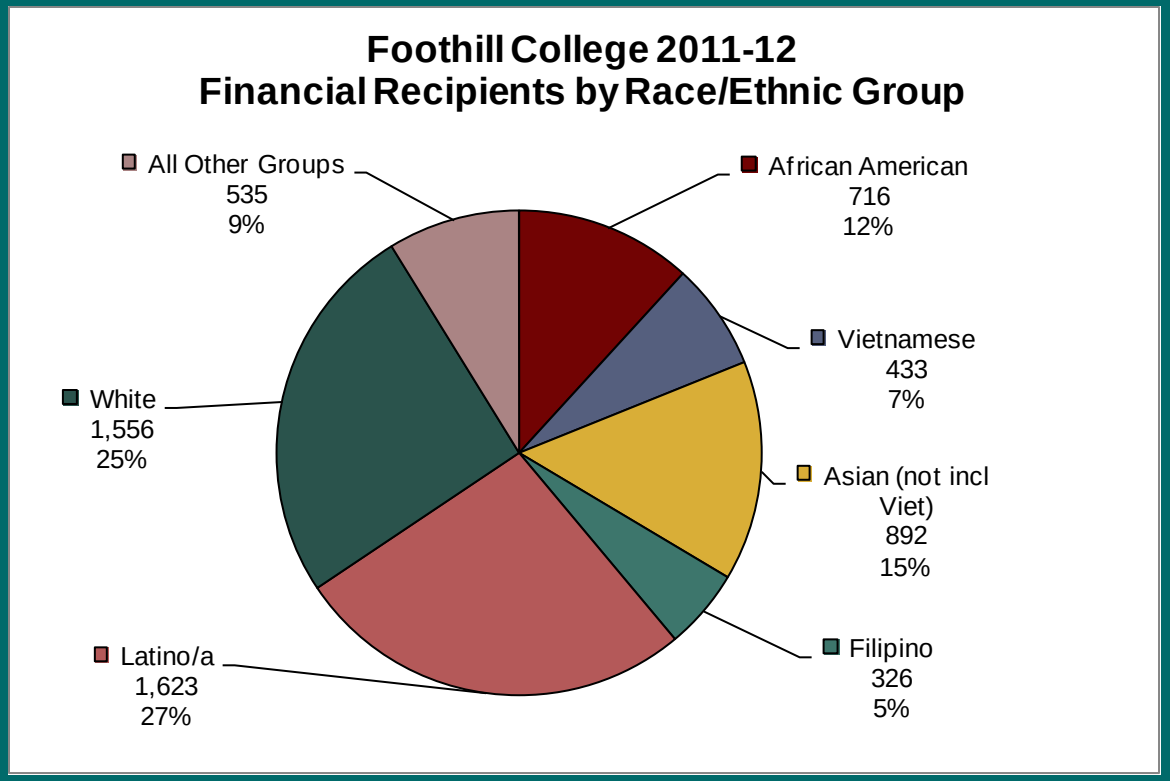


Foothill=12,411 from supplemental question family income, students who applied from Winter 2011 onward, and enrolled in Fall 2011.

Source: CCCApply

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

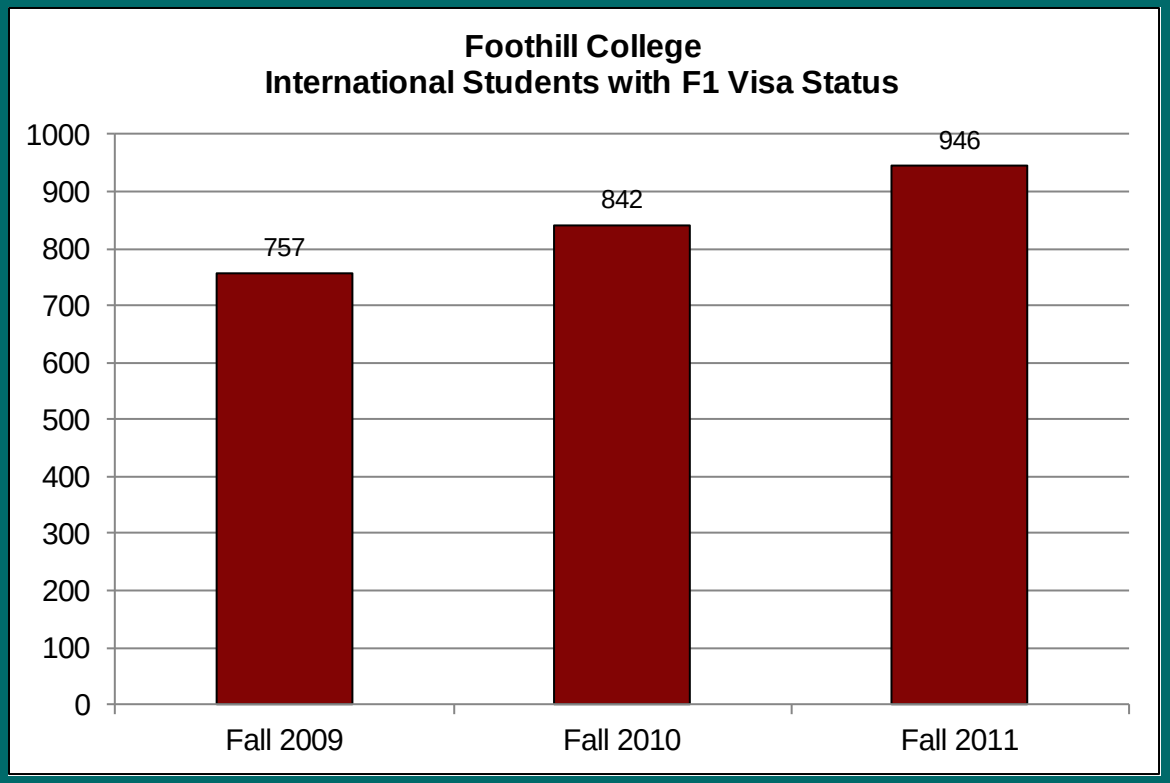
Who receives financial aid?



Source: FHDA IR&P

Latino/a and White students represent half of the roughly 6,000 students who received financial aid (52%).

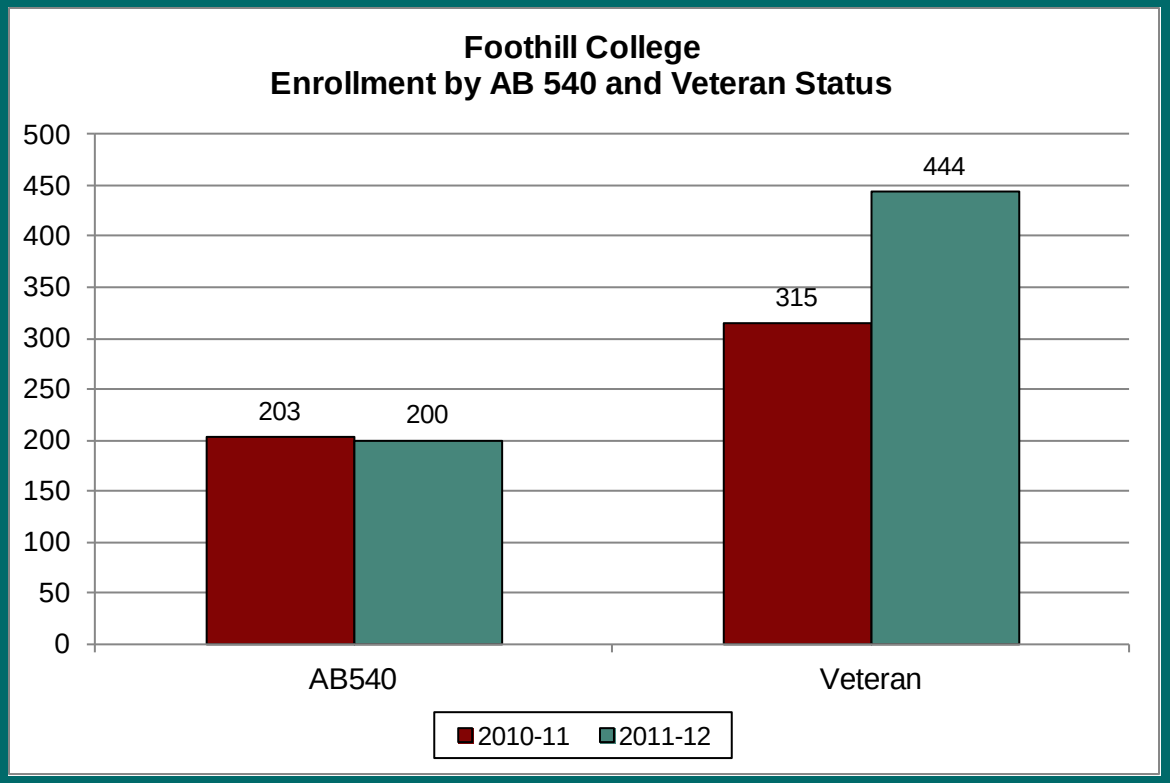
International Student Trend



Source: FHDA IR&P

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

Special Populations



Source: FHDA IR&P

Student Experiences

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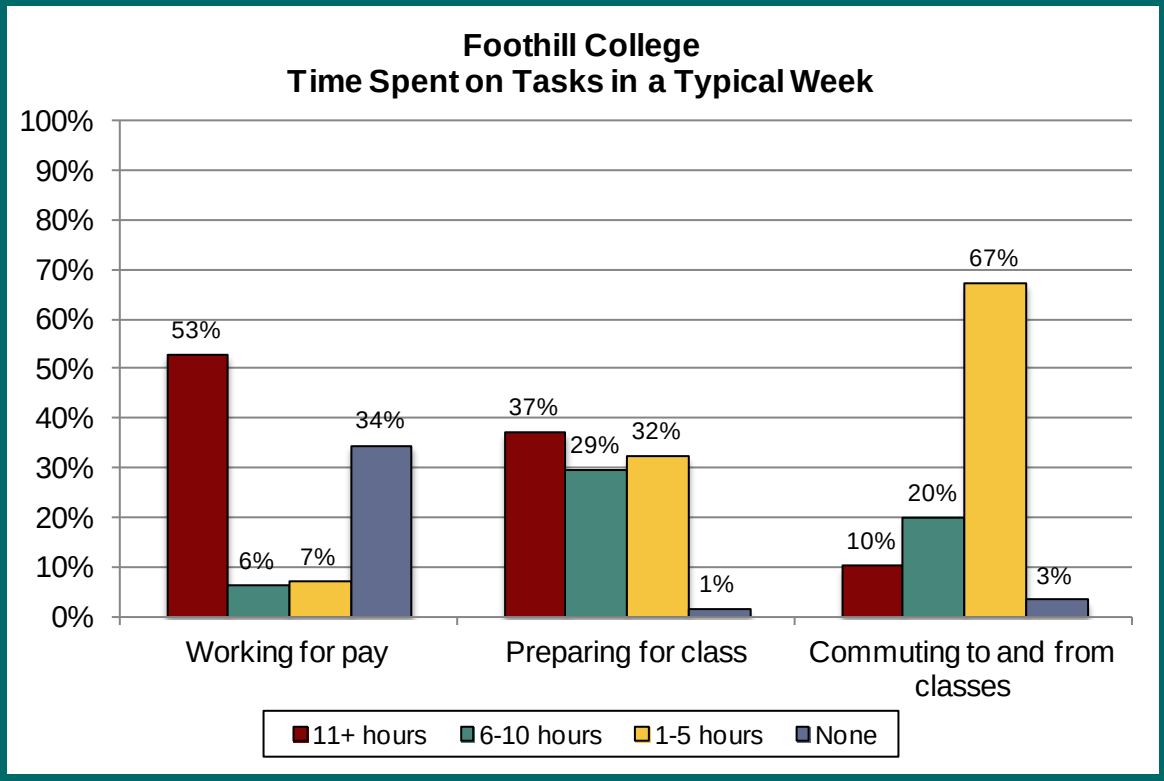
How do our students spend their time?

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



Working for pay=884;
Preparing for class=894;
Commuting=881.

Source: FHDA IR&P, CCSSE 2012

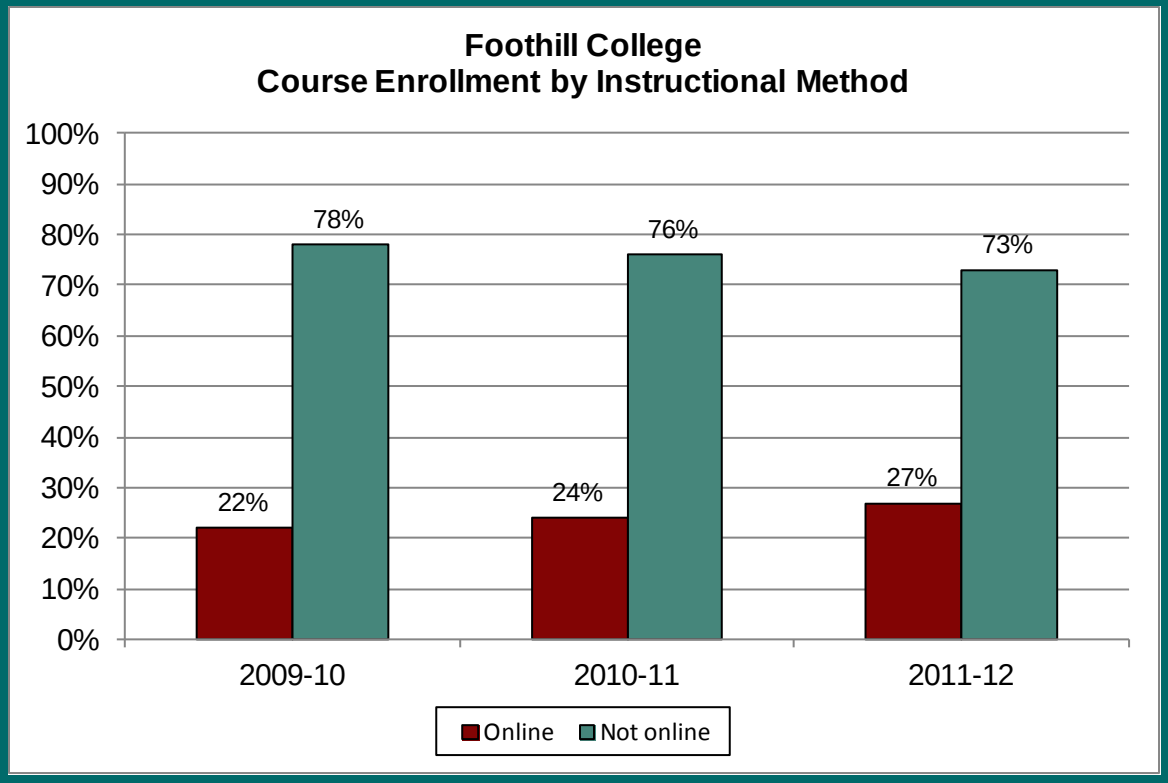
About one-third of students do not work while over half work over 11 hours a week (53%). Most students live fairly close to campus, spending only 1-5 hours commuting.

Institutional Learning Outcomes

Institutional Learning Outcomes	Very much/Quite a bit			
	Foothill		Ex-large colleges	
Communication ILO	N	%	N	%
Communicate your opinion/viewpoint clearly	409	52%	na	na
Writing clearly and effectively	465	54%	51,240	63%
Speaking clearly and effectively	411	47%	47,784	59%
Computation ILO				
Using computing and information technology	447	51%	48,513	60%
Solving numerical problems	423	48%	45,742	56%
Your mathematical skills	331	43%	na	na
Your ability to solving problems	429	54%	na	na
Critical Thinking ILO				
Thinking critically and analytically	565	64%	57,154	70%
Learning effectively on your own	558	64%	56,895	70%
Interpret ideas/issues thoughtfully and logically	451	57%	na	na
Synthesize information from various formats into a final product	397	51%	na	na
Community ILO				
Working effectively with others	528	60%	48,877	60%
Value different ways of seeing and doing	450	58%	na	na
Understanding yourself	449	51%	45,798	56%
Understanding people of other racial and ethnic backgrounds	423	49%	39,730	49%
Developing a personal code of values and ethics	381	44%	37,779	47%
Understanding the relevance of current events in your daily life	361	47%	na	na
Contributing to the welfare of your community	281	33%	23,557	29%

Source: FHDA IR&P, CCSSE 2012

What type of courses do students take?

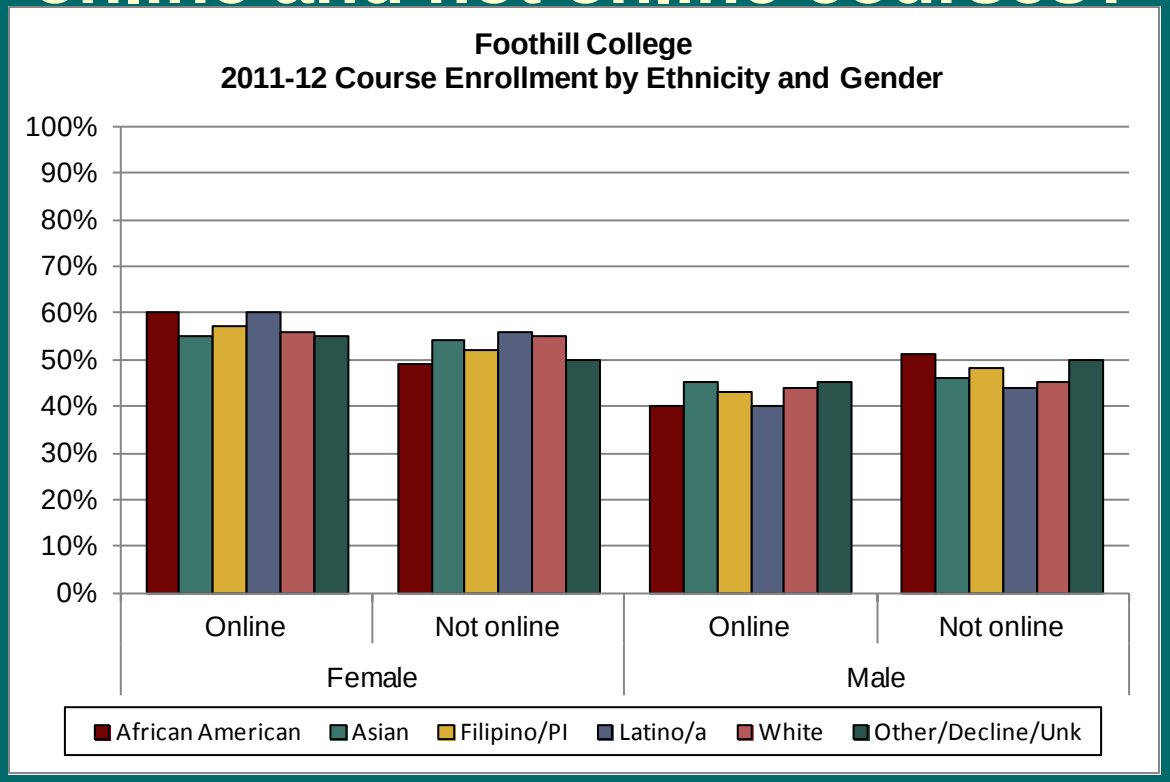


2009-10=32,276; 2010-11=31,232; 2011-12=30,793.

Source: FHDA IR&P

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

Which students enroll in online and not online courses?

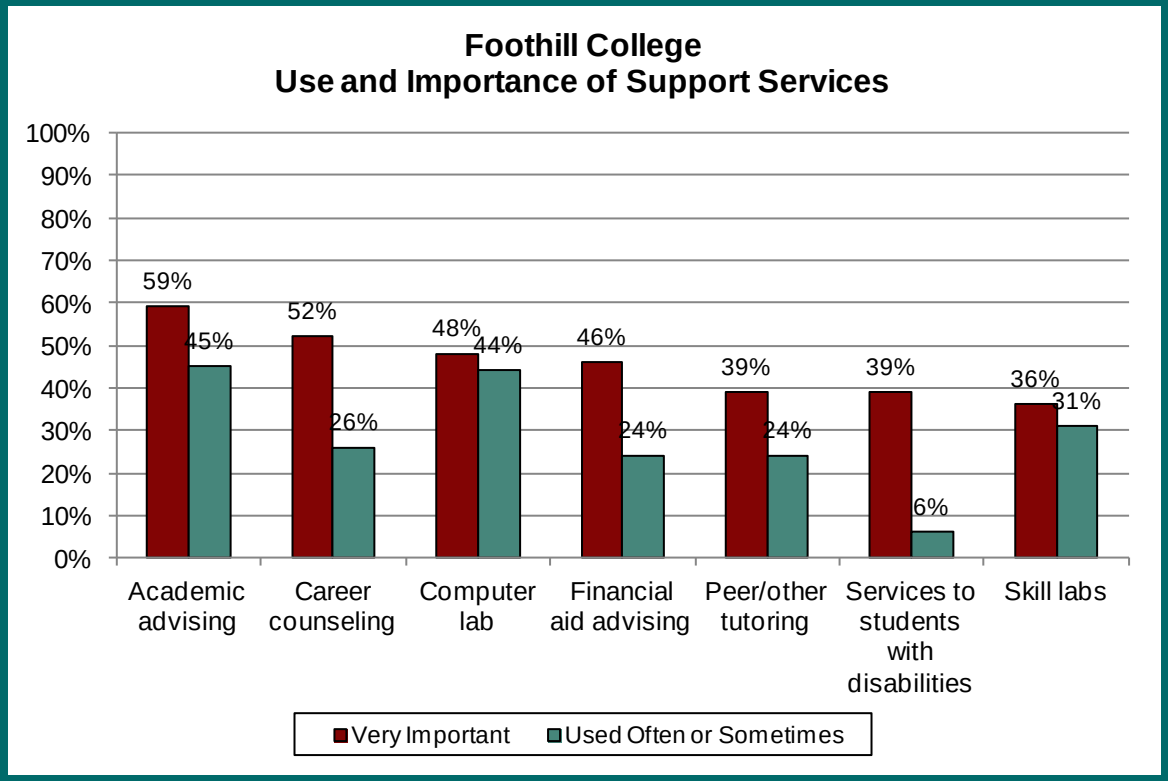


Source: FHDA IR&P

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

Role of Support Services

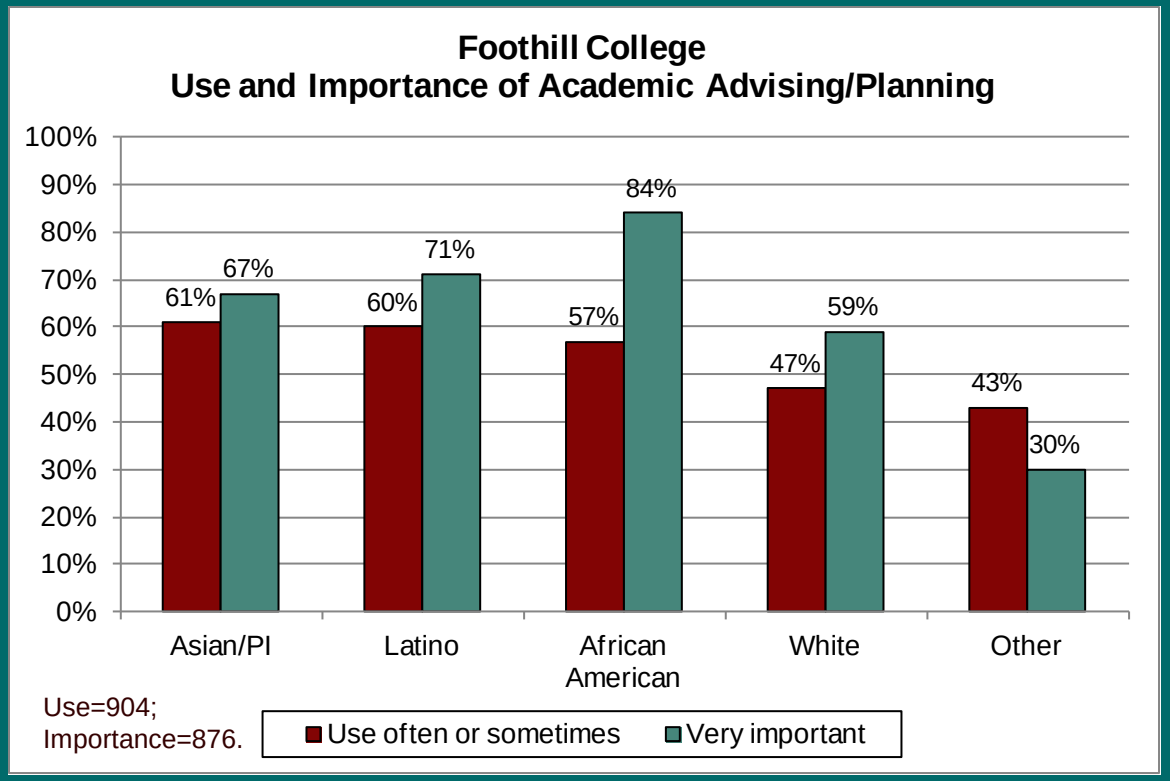
How important are the following services to you at this college? How often do you use the following services at this college?



Source: FHDA IR&P, CCSSE 2012

Role of Academic Advising

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

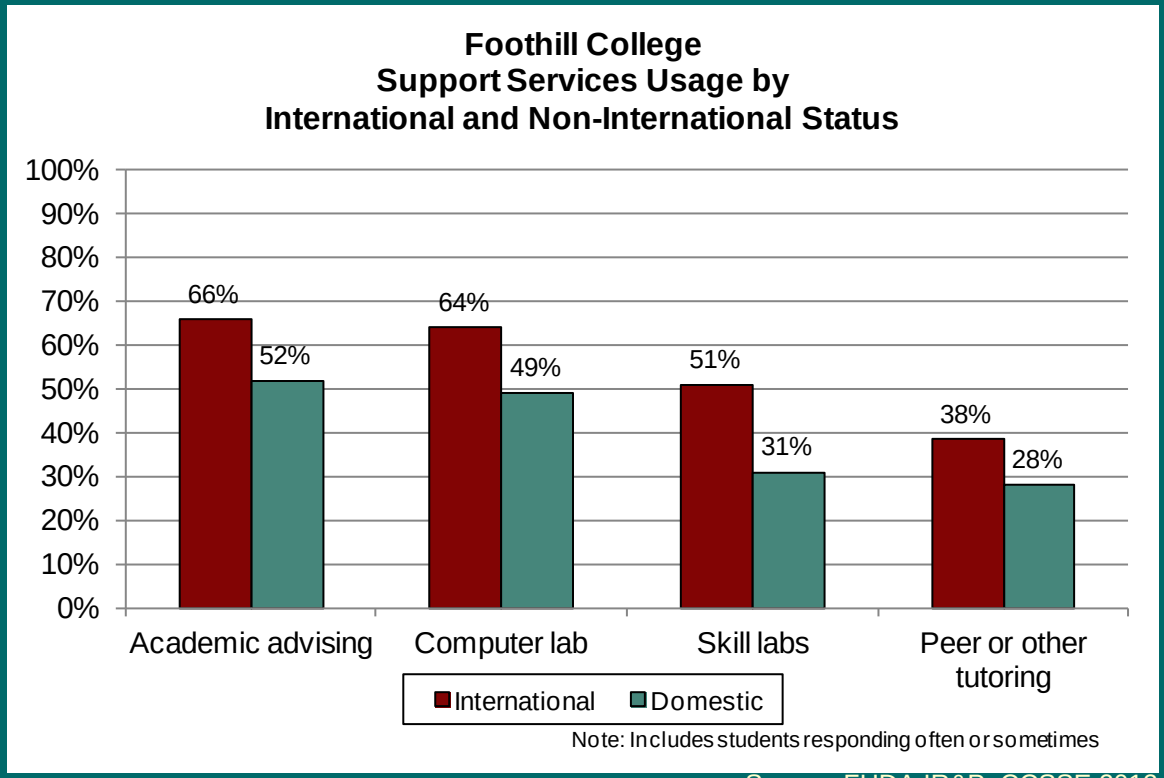


Source: FHDA IR&P, CCSSE 2012

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)

Who uses Student Services?

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

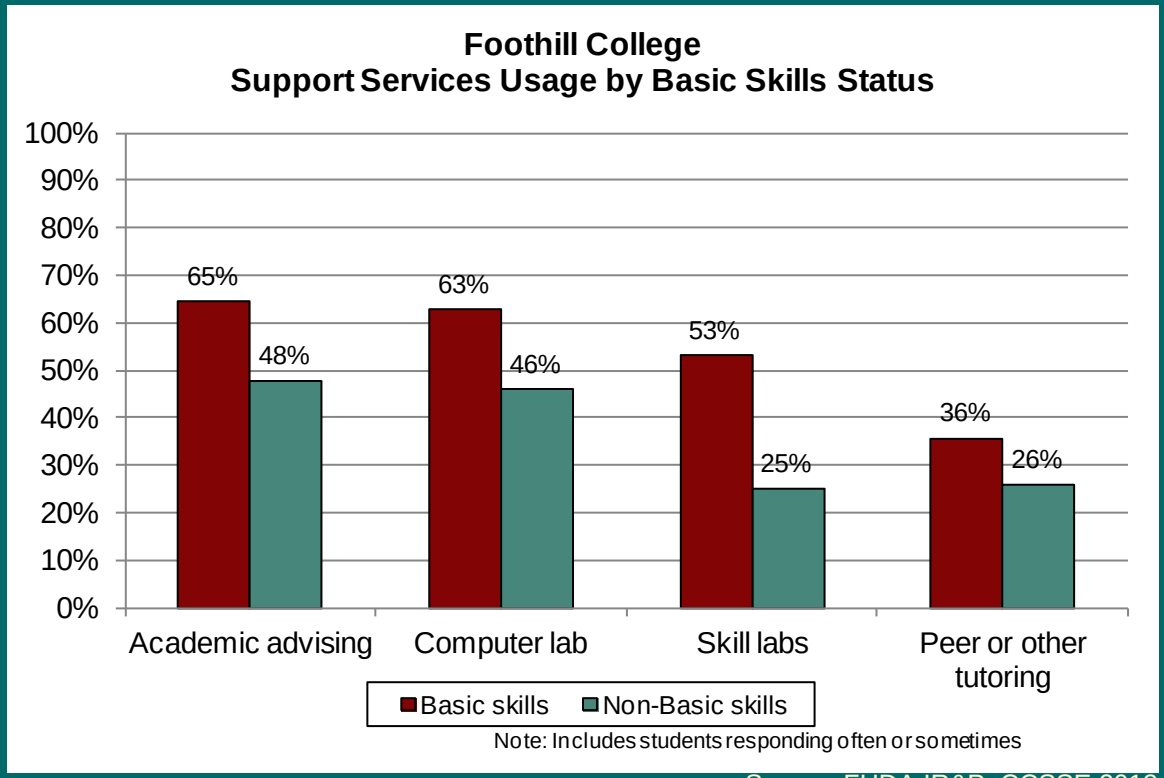


Source: FHDA IR&P, CCSSE 2012

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?



Source: FHDA IR&P, CCSSE 2012

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

Basic Skills students report using support services at a higher percentage rate when compared to all other students.

Student Outcomes

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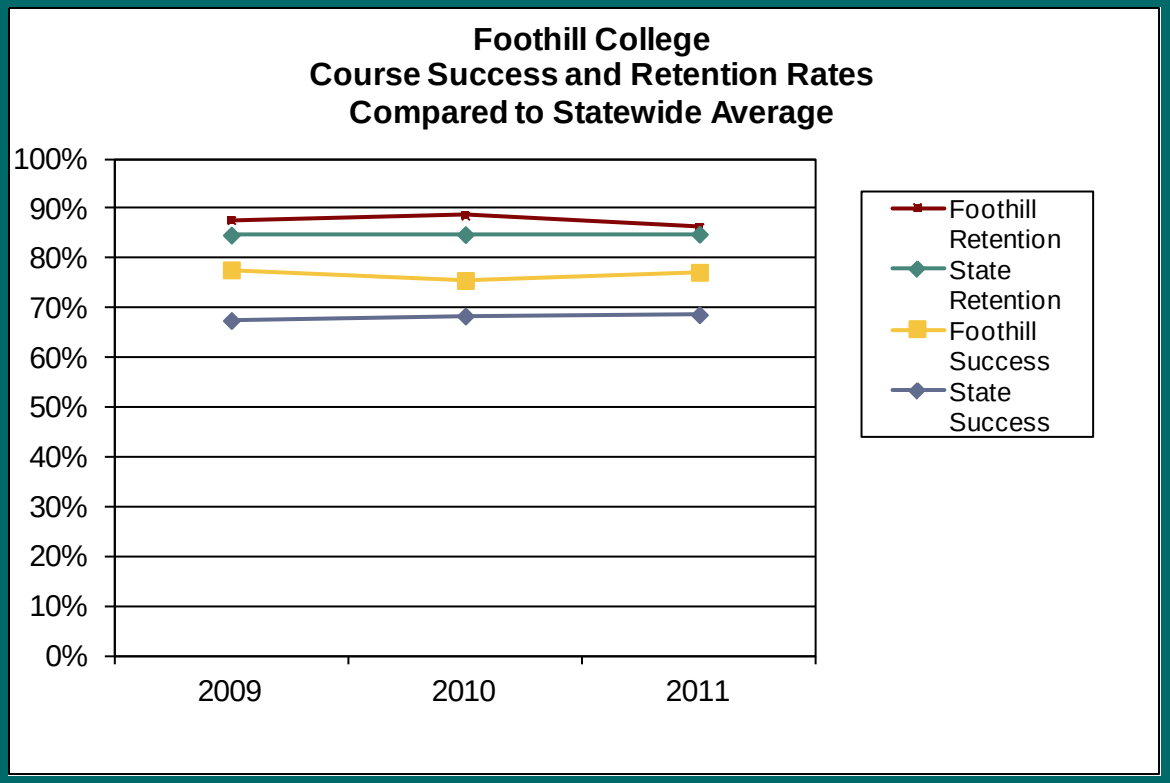
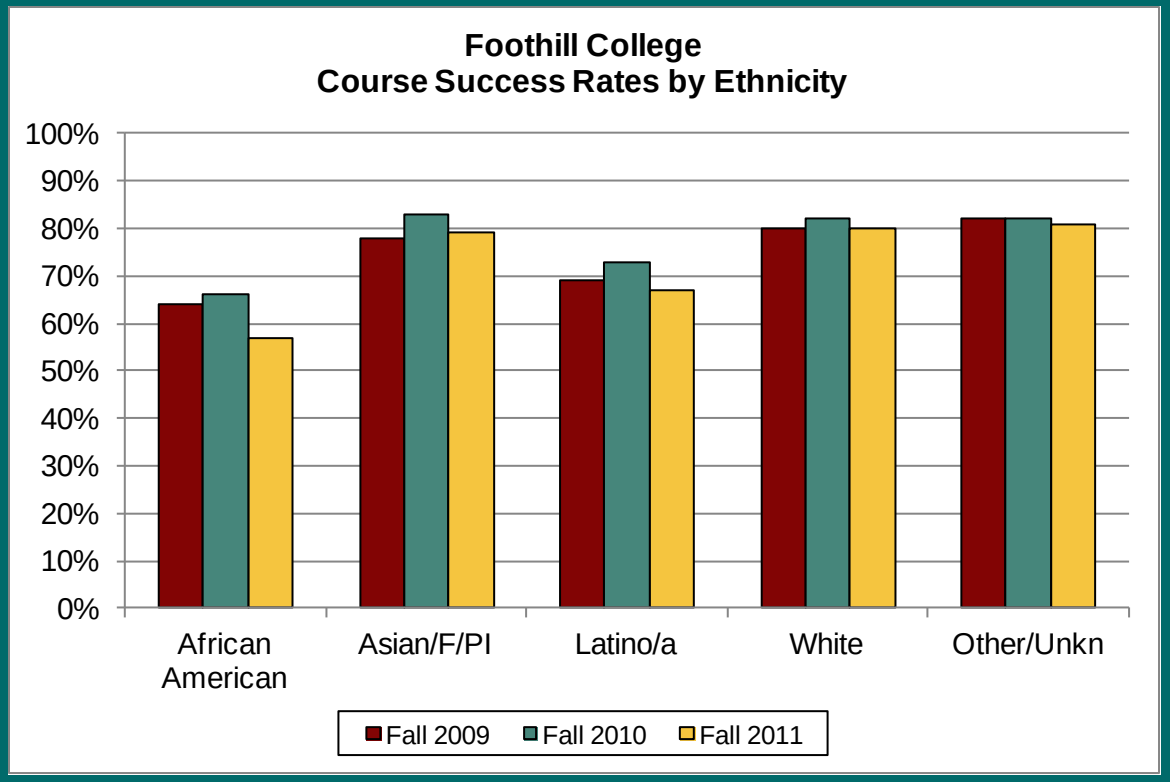
Course Success and Retention Comparison



Source: CCCCO Datamart

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

How do course success rates compare by ethnicity?

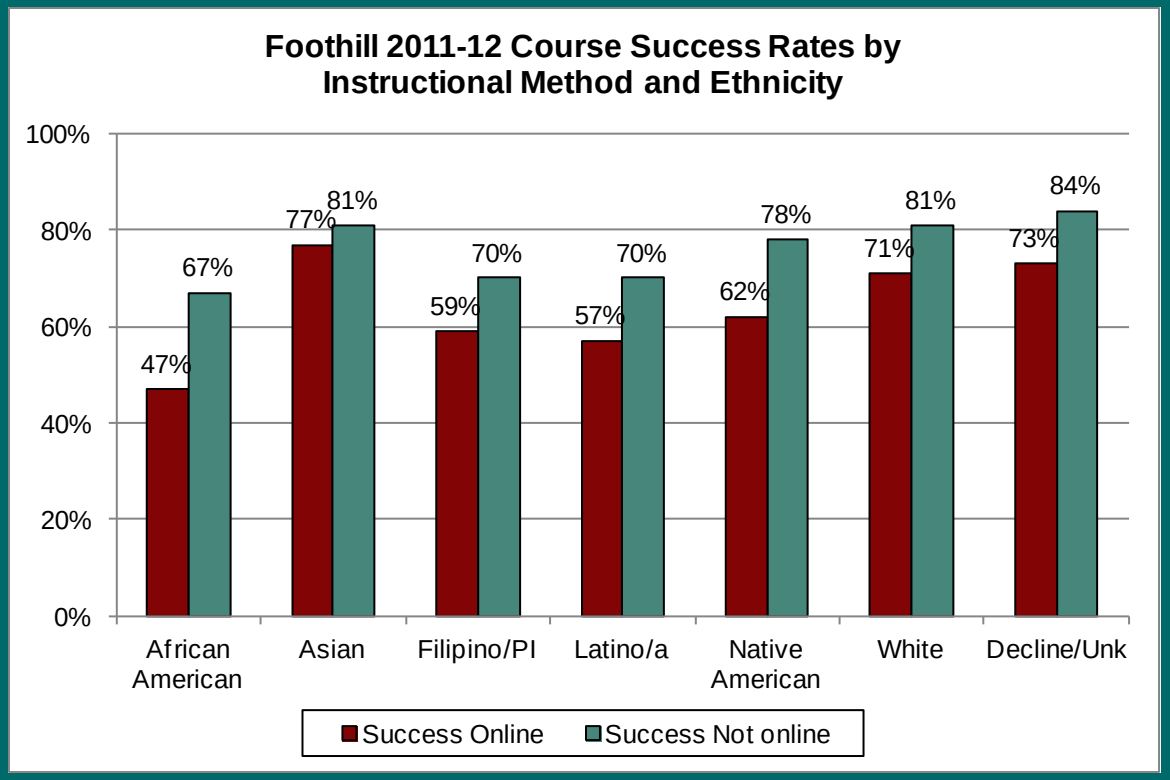


Other/Unk n includes Native American, Other, Unknown and Decline to State.

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.

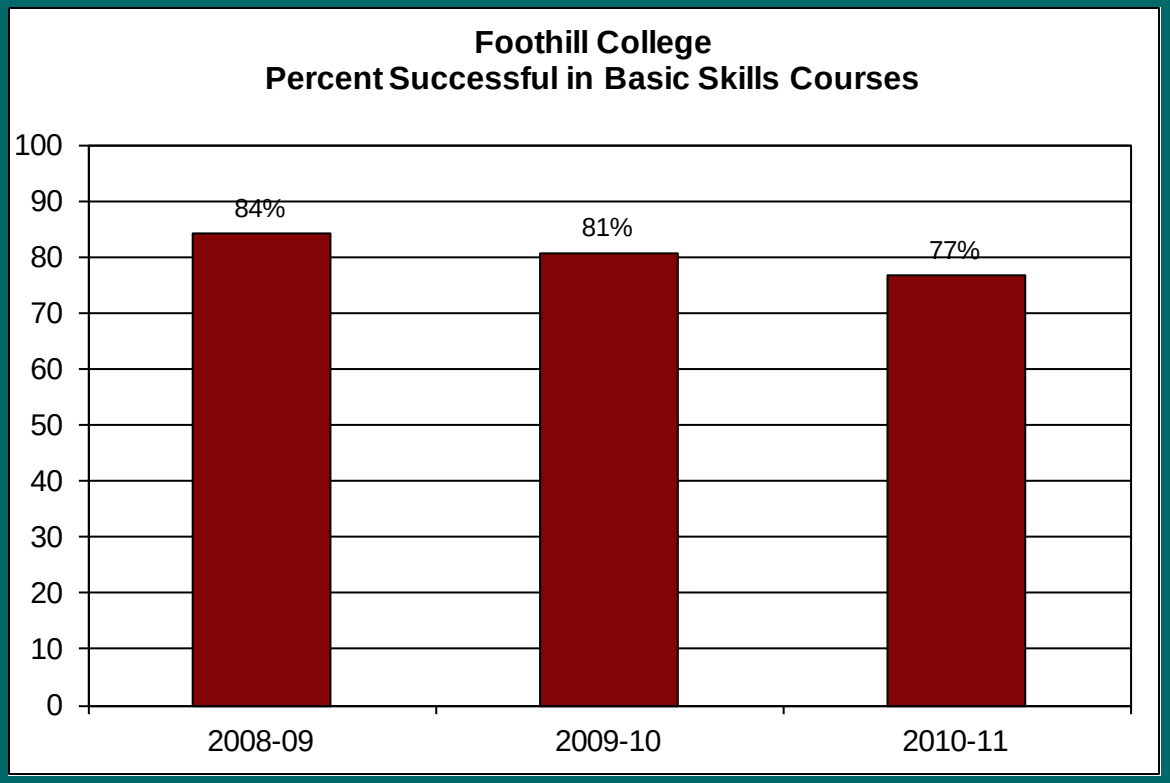
Comparing Online and Not Online Course Success



Source: FHDA IR&P

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

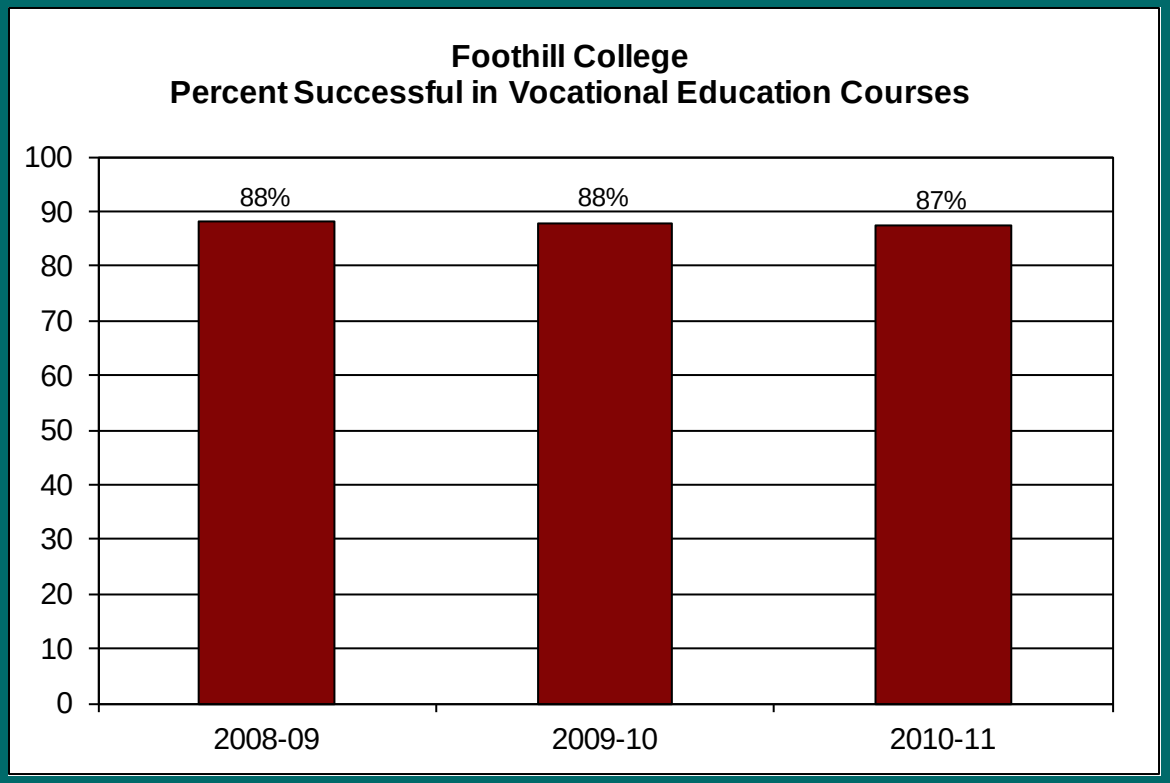
Basic Skills Course Success



Source: ARCC 2012

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

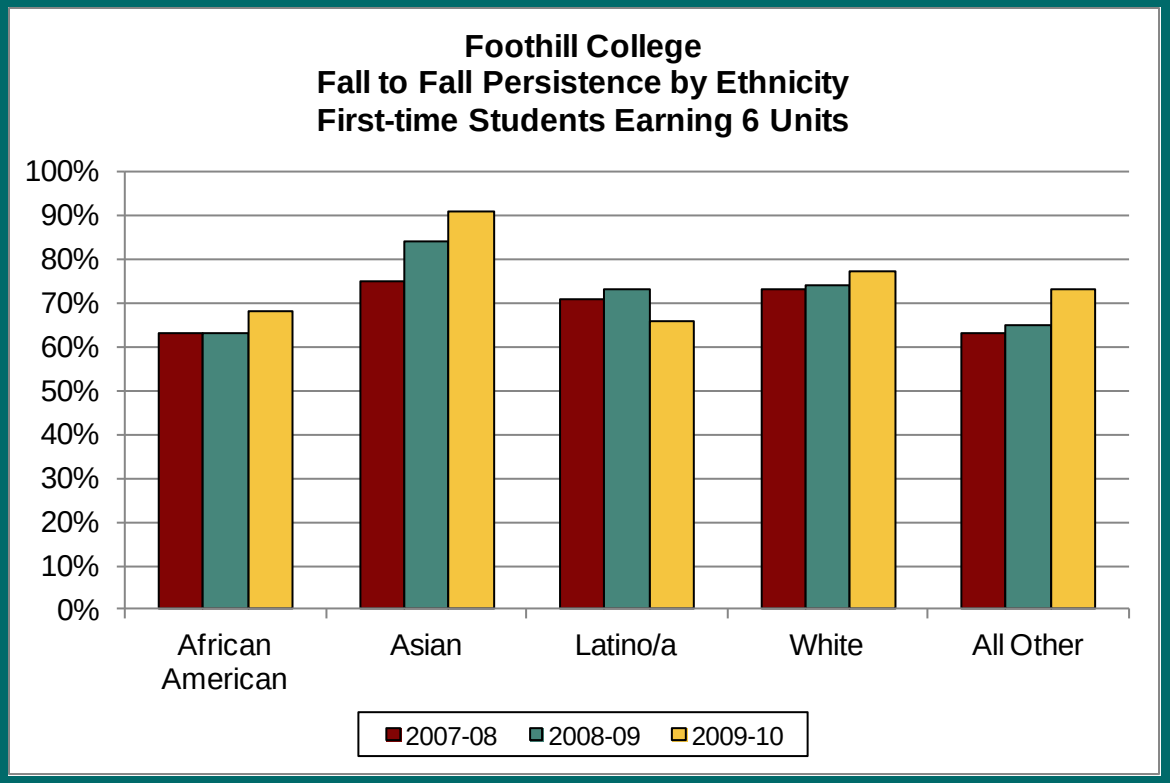
Vocational Course Success



Source: ARCC 2012

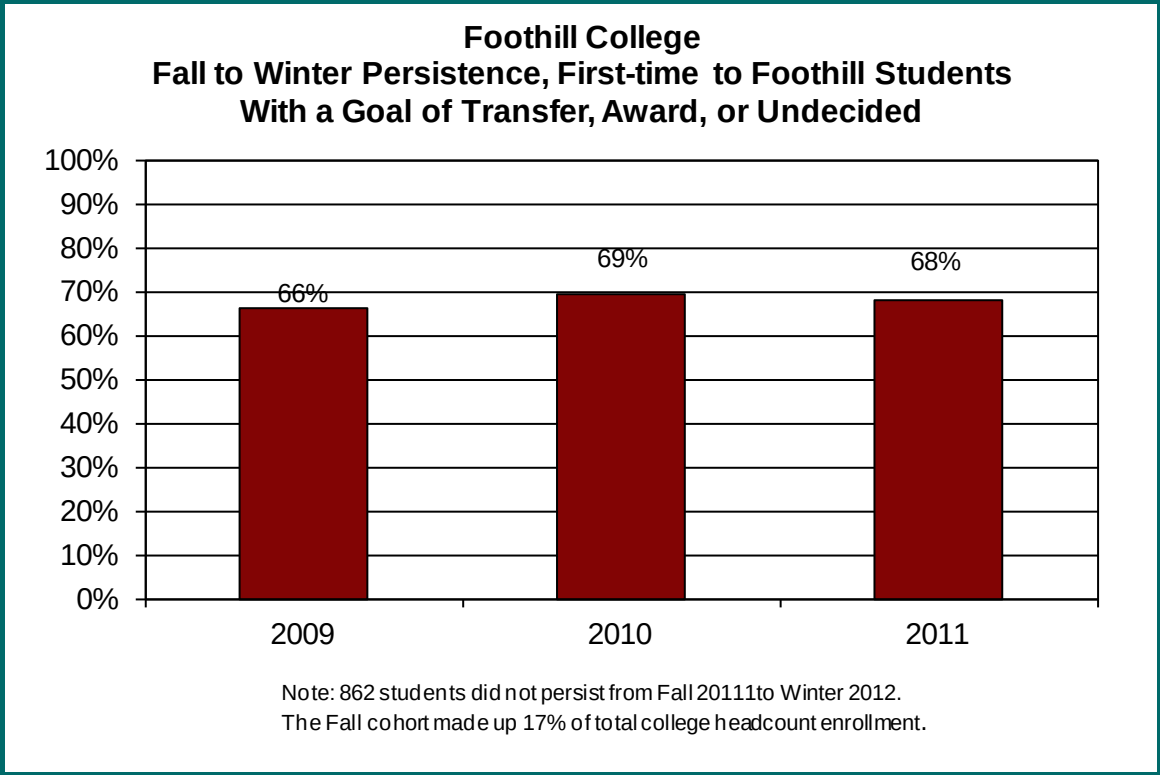
All students, regardless of ethnicity, appear to experience success at a lower rate in online courses.

Are our students persisting?



Source: ARCC 2012

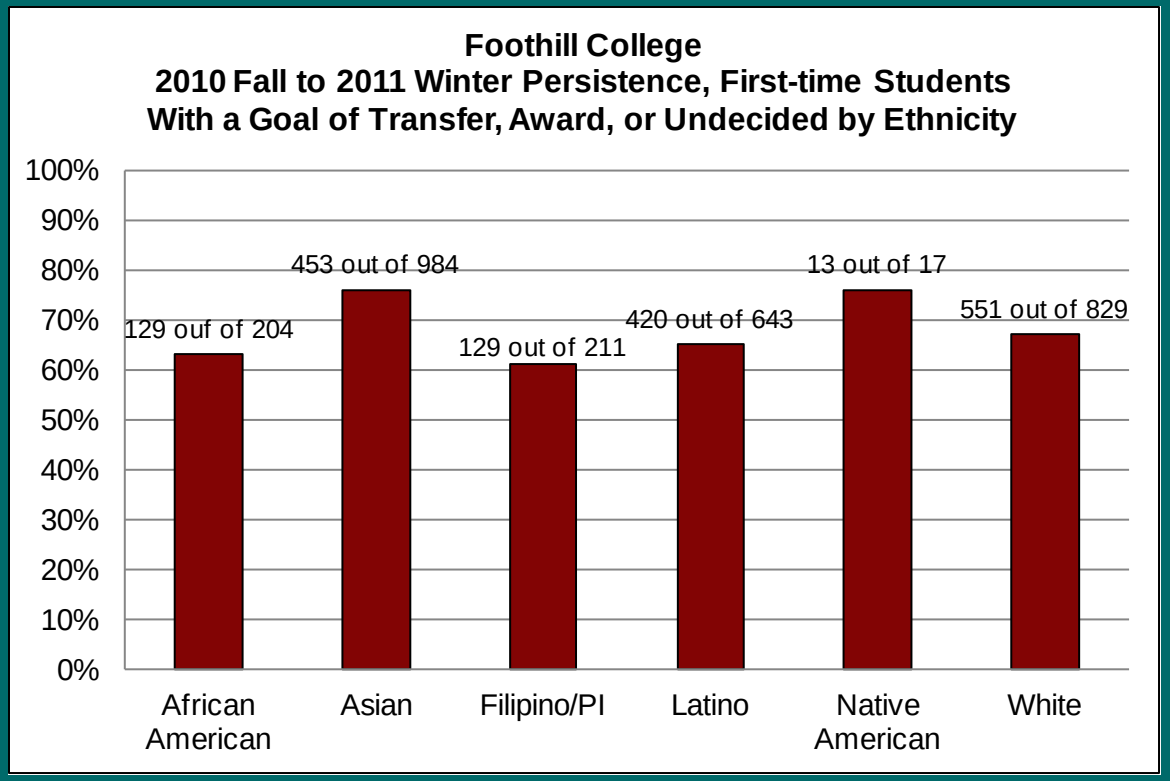
Are our students persisting?



Source: FHDA IR&P

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

Are our students persisting?

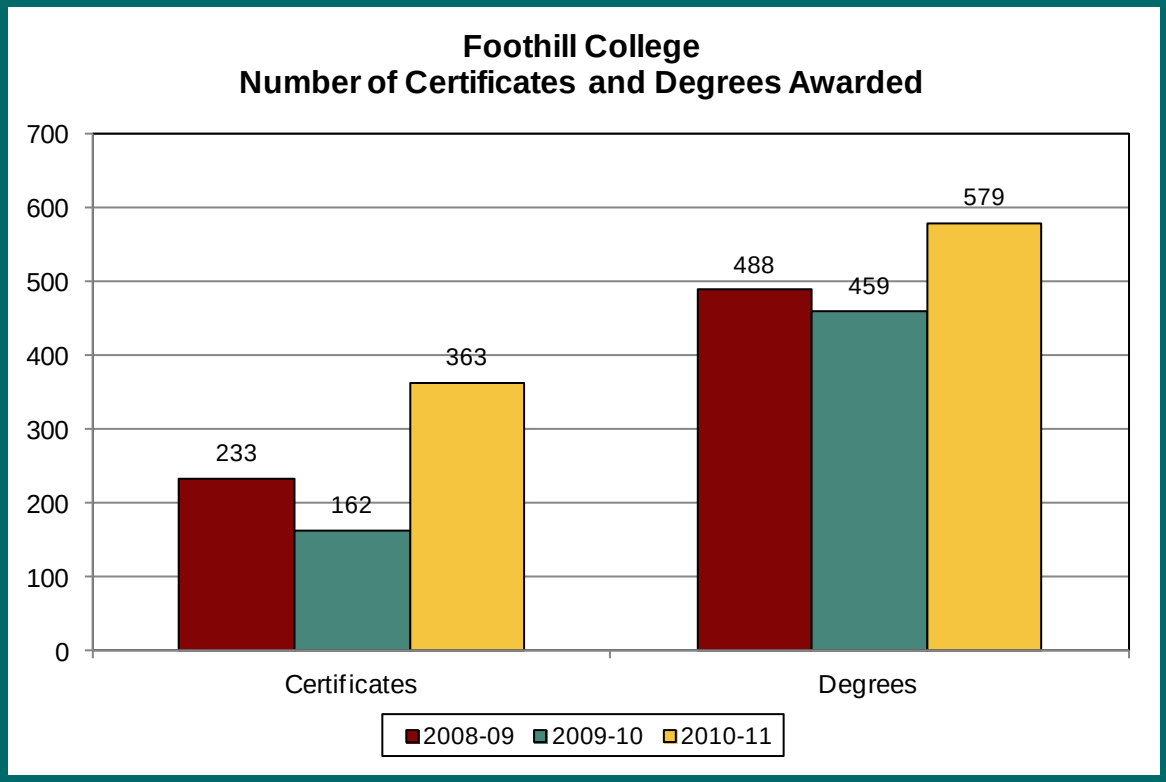


Decline/Unknown not included.

Source: FHDA IR&P

Asian students demonstrate a higher rate of persistence when compared with the other ethnic groups

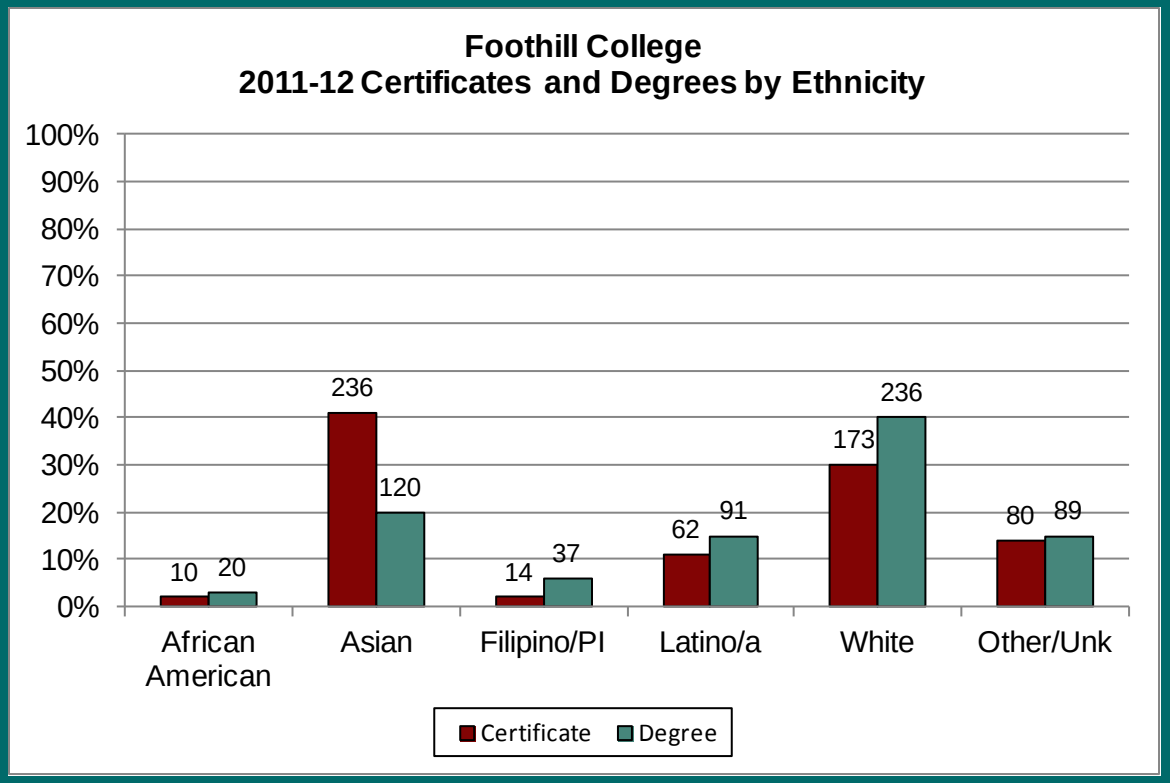
How many students graduate?



Source: FHDA IR&P

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

Which students are graduating?



Source: FHDA IR&P

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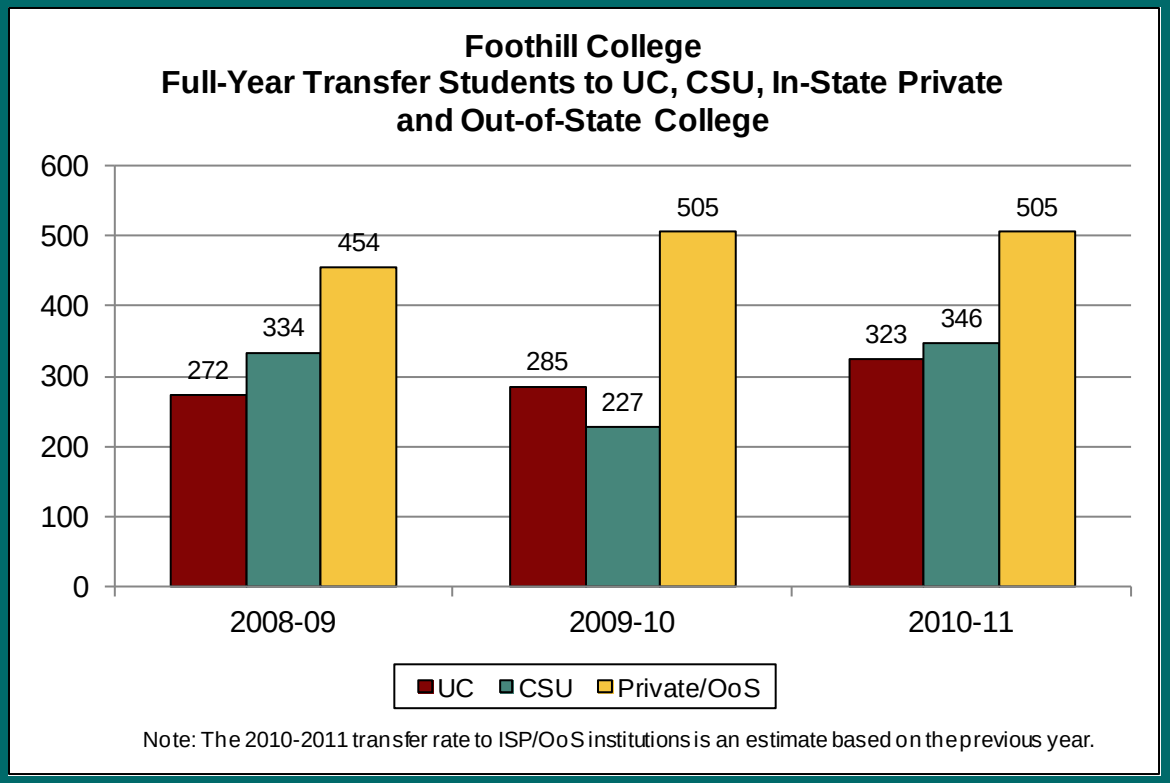
Where are the transfer destinations of our students?



Source: FHDA IR&P

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.

UC and CSU Transfer Destinations

Foothill College
2010-2011 Top Five
UC Transfer Institutions

Rank	Institution	Transfers
1	University of California, Davis	81
2	University of California, San Diego	66
3	University of California, Berkeley	65
4	University of California, Los Angeles	58
5	University of California, Santa Barbara	16
5	University of California, Santa Cruz	16

Foothill College
2010-2011 Top Five
CSU Transfer Institutions

Rank	Institution	Transfers
1	San Jose State University	186
2	San Francisco State University	73
3	California State University, East Bay	34
4	California State University, Northridge	9
4	California State University, Sacramento	9
5	California State University, San Diego	6

Source: CCCCO, CSU, UC

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Private and Out-of-State Transfer Destinations

Foothill College
2009-2010 Top Five
In-State Private Transfer Institutions

Rank	Institution	Transfers
1	University of Phoenix	32
2	University of Southern California	24
3	Academy of Arts University	20
4	University of San Francisco	19
5	Stanford University	16

Source: CCCCO, NSC

Foothill College
2009-2010 Top Five
Out-of-State Transfer Institutions

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

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