Who are Foothill Students?
Revisiting the College Mission
Revising the Educational & Strategic Master Plan (ESMP)

December 5, 2012
PaRC Presentation

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E. Kuo
Foothill IR&P

Overview

Purpose:
Demographic data about Foothill students

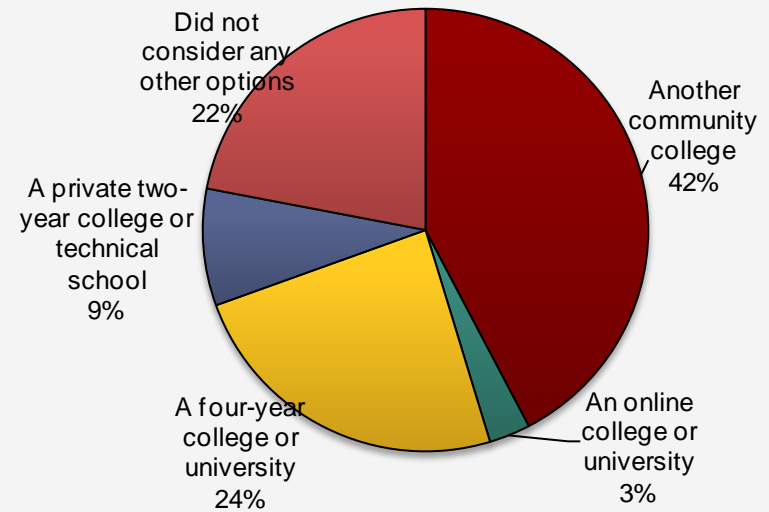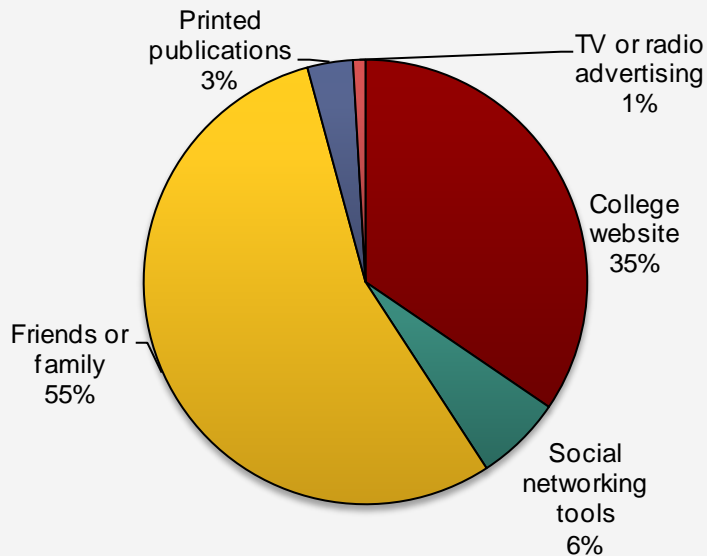Outcomes data about Foothill students

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?

Printed publications 3%

TV or radio advertising 1%

College website 35%

Friends or family 55%

Social networking tools 6%

Did not consider any other options 22%

A private two-year college or technical school 9%

Another community college 42%

A four-year college or university 24%

An online college or university 3%

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.
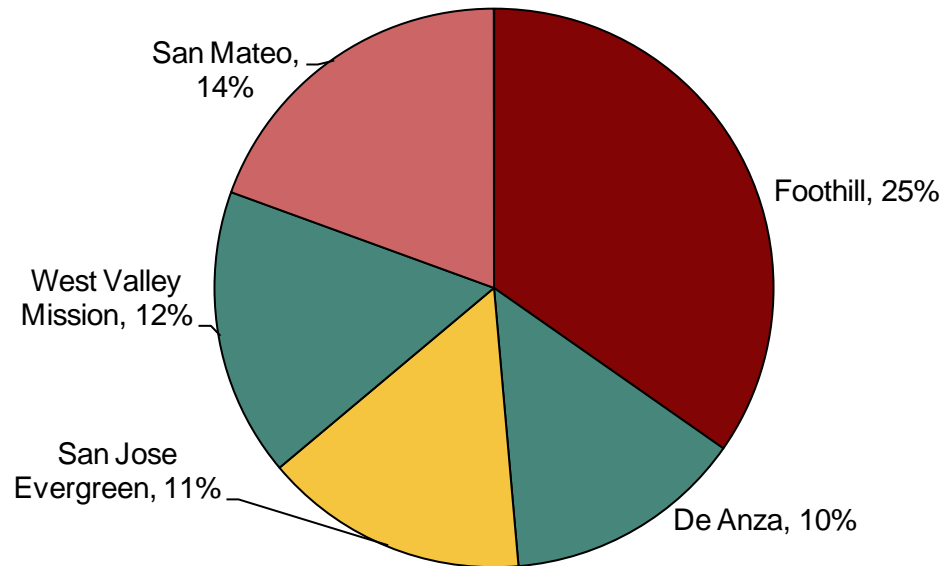
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Where do our students live?

Fall 2011 Enrollment by Service Area - Foothill College

- Foothill, 25%
- De Anza, 10%
- San Jose Evergreen, 11%
- West Valley Mission, 12%
- San Mateo, 14%

Source: FHDA IR&P

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

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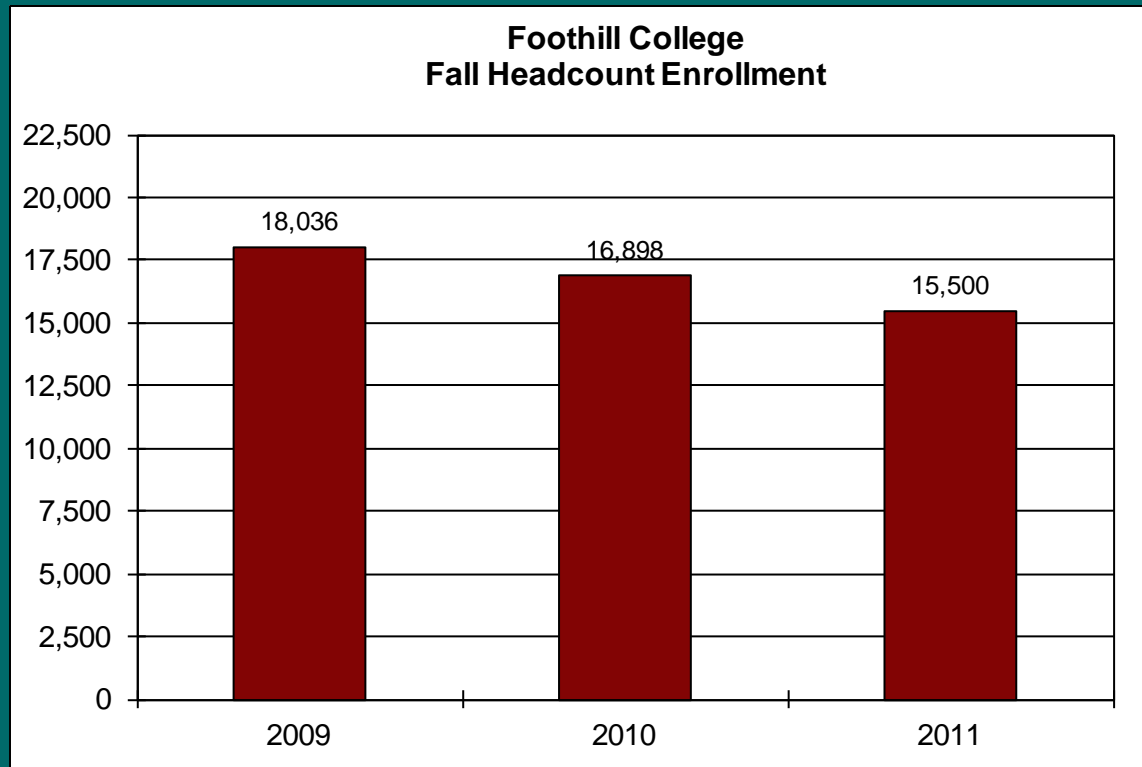www.foothill.edu   Upgrade. Advance.

What are our enrollment trends?

**Foothill College
Fall Headcount Enrollment**

Year	Enrollment
2009	18,036
2010	16,898
2011	15,500

Source: FHDA IR&P

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

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What are our enrollment trends?

Foothill College
Total Fiscal Year Full-Time Equivalent Students (FTES)

Year	FTES
2009-10	16,128.8
2010-11	14,621.0
2011-12	13,388.0
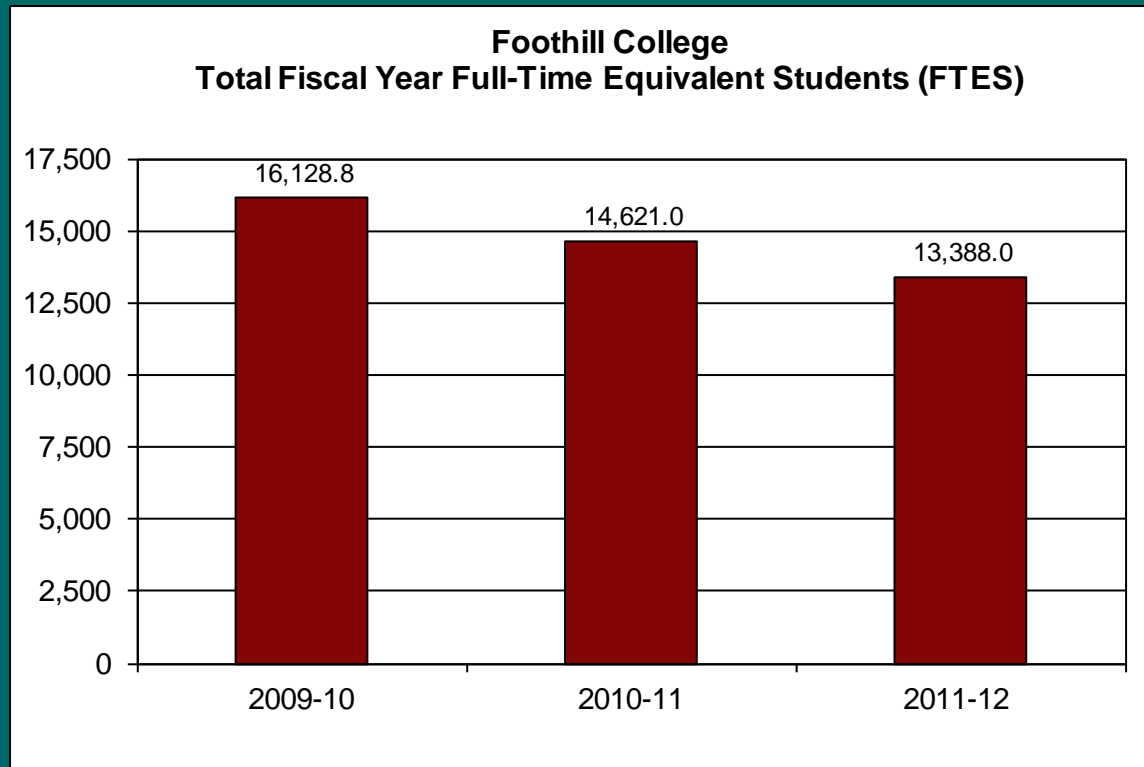
Source: FHDA IR&P

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

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Student Characteristics

Why are students at Foothill?

Foothill College
Enrollment by Educational Goal
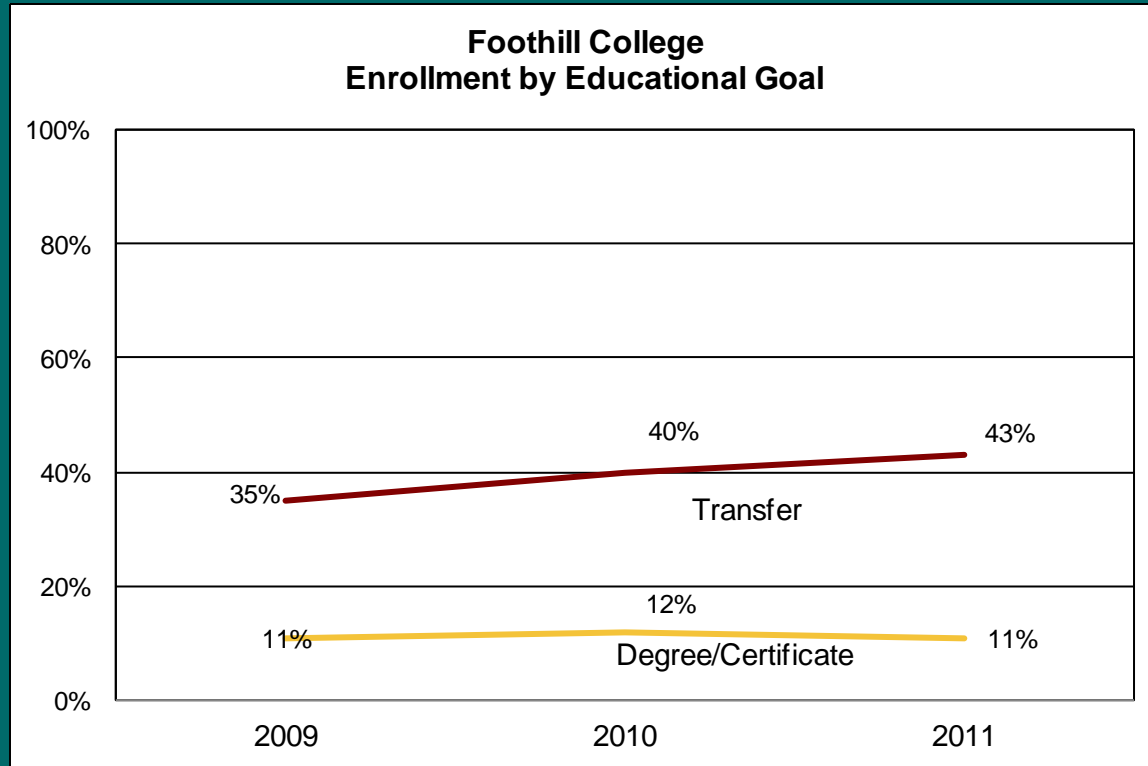
Source: FHDA IR&P

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

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Enrollment Status

Foothill College
Enrollment by Full-timeStatus

25%

31%

2009   2010   2011
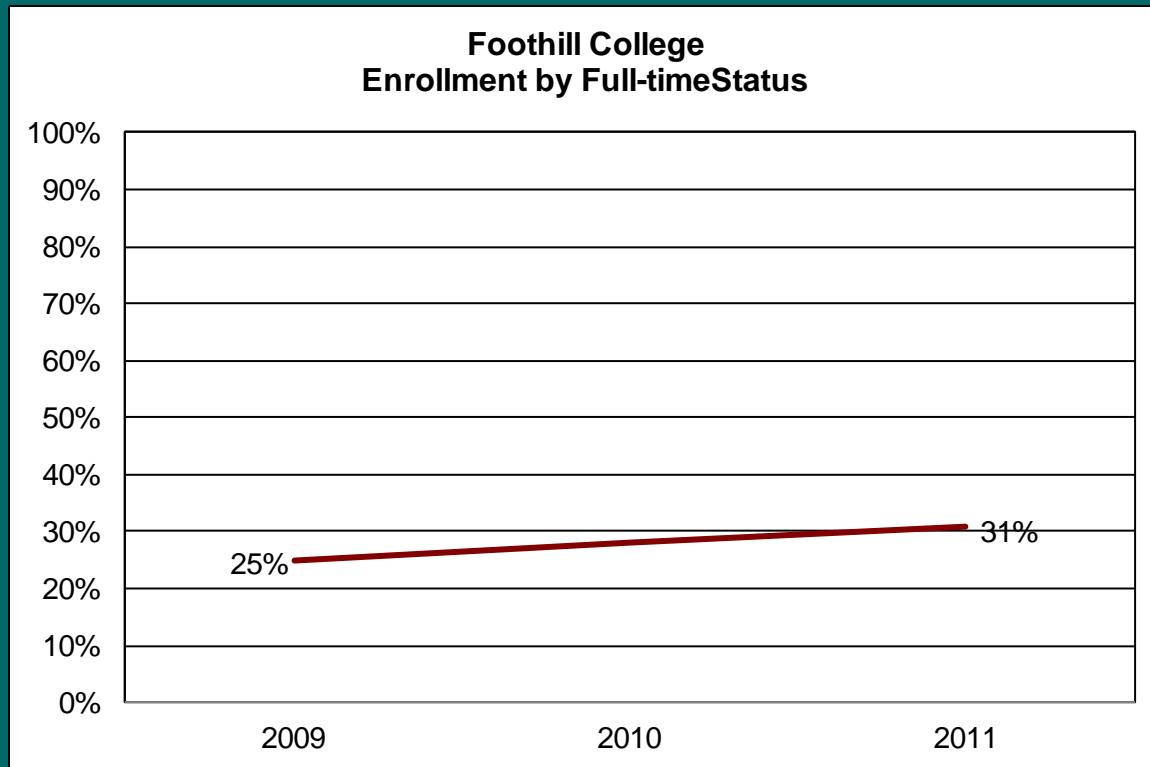
Increasing trend over past three years of more full-time students.

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What ethnic groups are represented at Foothill?

Foothill College
Headcount Percentage Distribution by Ethnicity
Fall 2011

- African American 5%
- Asian/Filipino/PI 29%
- Latino/a 18%
- Native American 1%
- White 38%
- Unrecorded 9%
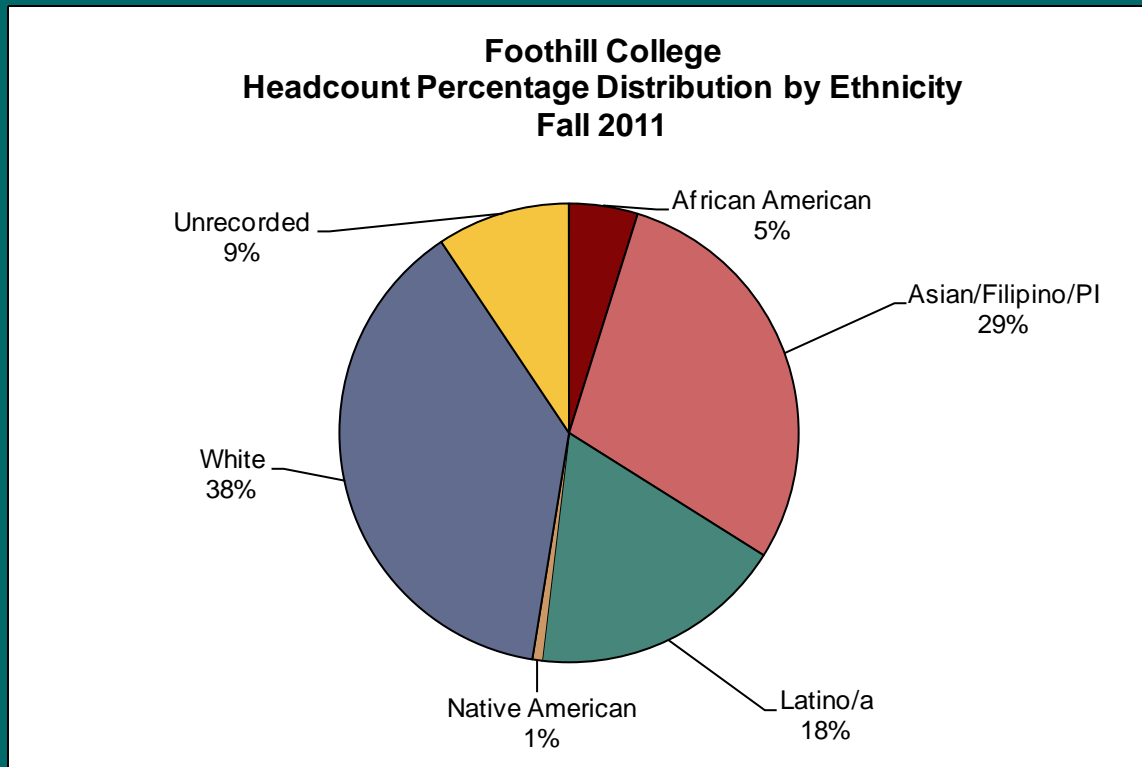
Source: FHDA IR&P

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

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Educational Background

Foothill College
Enrollment by First GenerationStatus

25%   27%
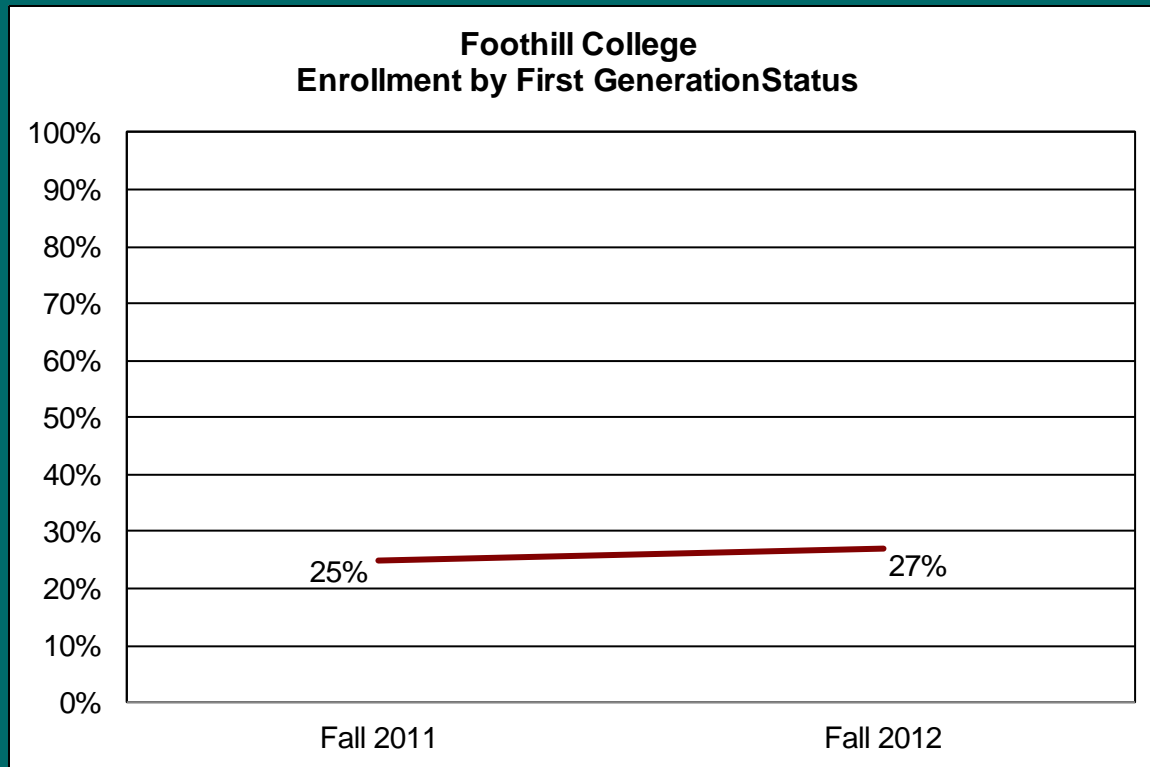
Students who applied on or after 2011W and enrolled in 2012F.   Source: CCCApply
Fall 2012 FH = 11,824

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).

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Family Income

**Foothill College
Enrollment by Family Income**

Median Household Income in 2011

Santa Clara County = $84,895

Santa Mateo County = $81,657

32%

28%

22%

17%

| Under $25,000 | $25,000-$49,000 | $50,000-$75,000 | Over $75,000 |
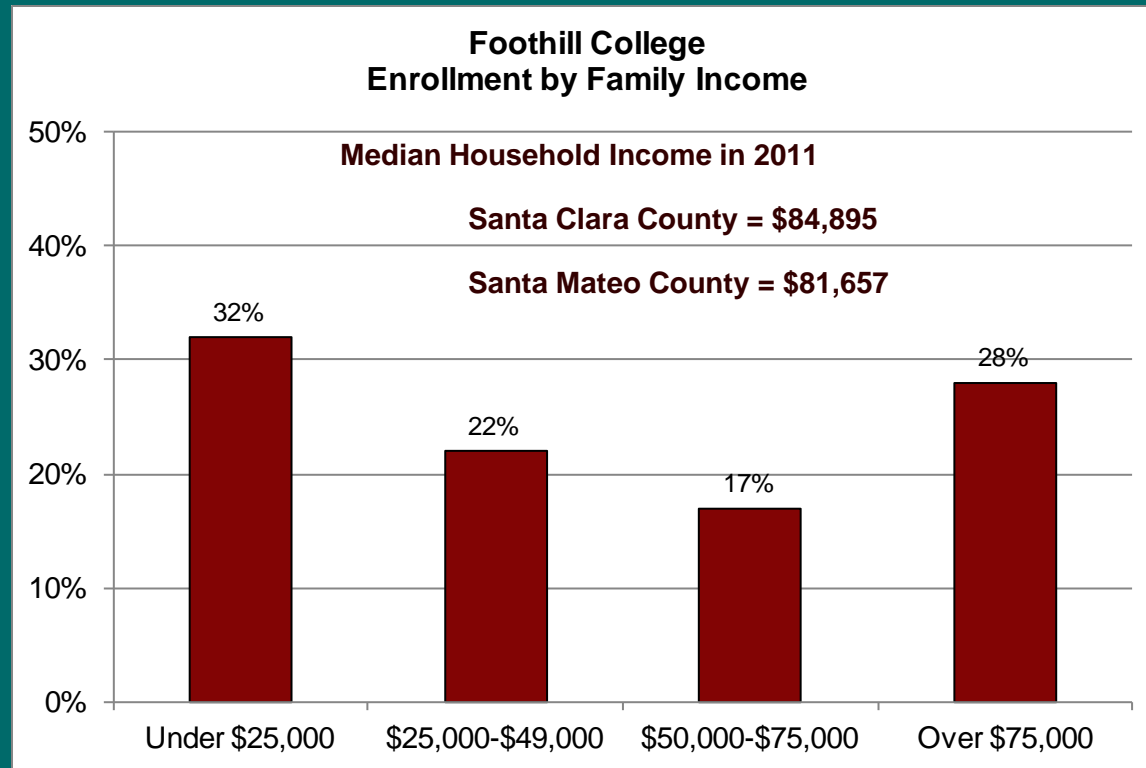
Foothill=12,411 from supplemental question family income, students who applied from Winter 2011 onward, and enrolled in Fall 2011.

Source: CCCApply

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

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Who receives financial aid?

**Foothill College 2011-12
Financial Recipients by Race/Ethnic Group**

All Other Groups
535
9%

African American
716
12%

Vietnamese
433
7%

White
1,556
25%

Asian (not incl Viet)
892
15%

Latino/a
1,623
27%

Filipino
326
5%
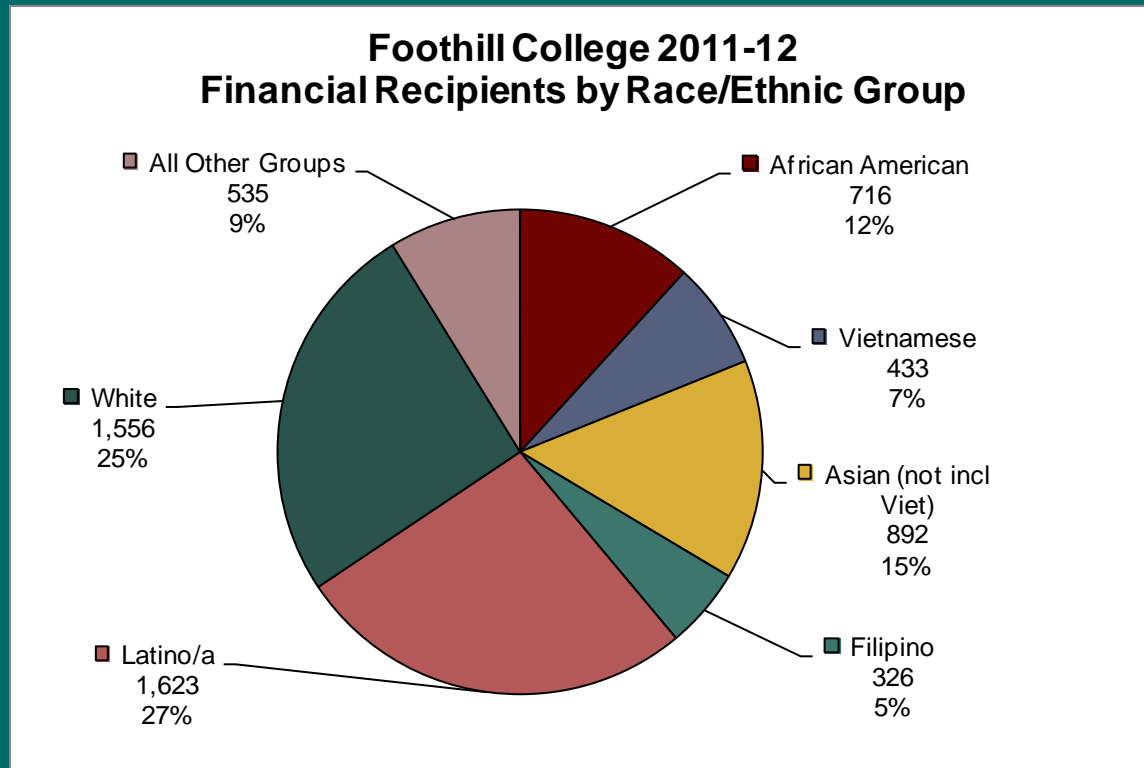
Source: FHDA IR&P

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

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International Student Trend

**Foothill College
International Students with F1 Visa Status**

	Fall 2009	Fall 2010	Fall 2011
	757	842	946
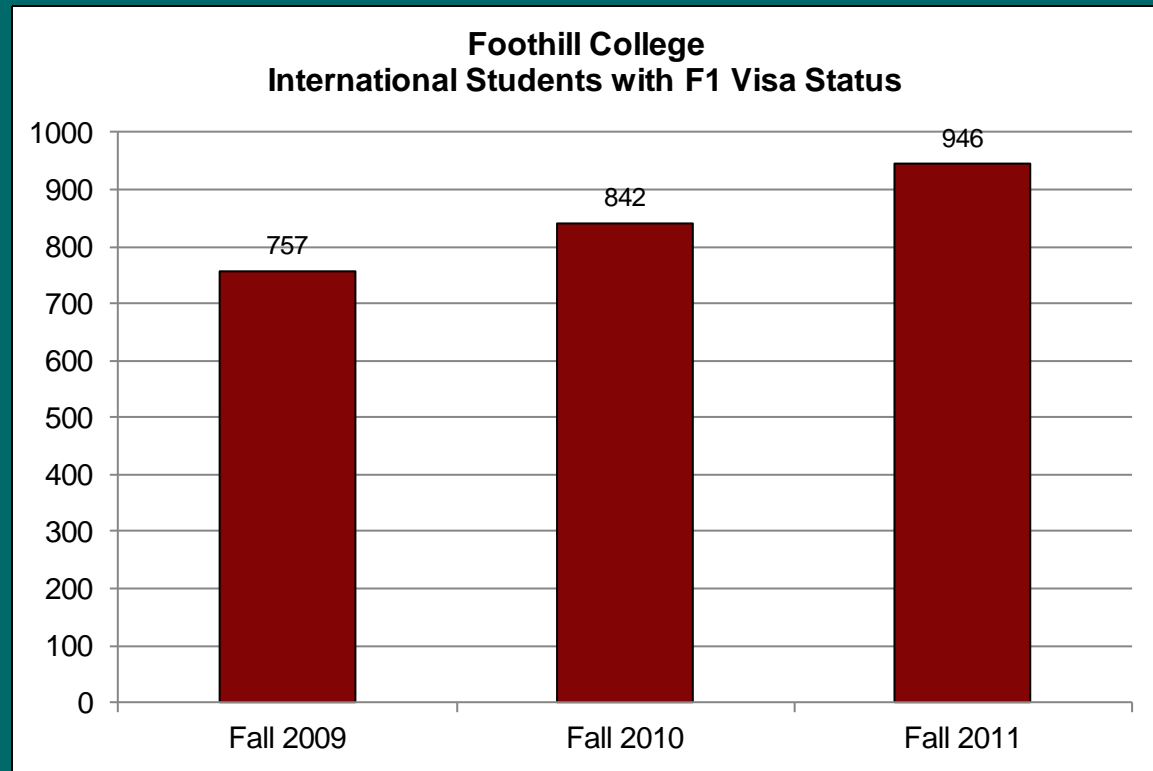
Source: FHDA IR&P

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

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Special Populations

Foothill College
Enrollment by AB 540 and Veteran Status

AB540: 2010-11 = 203, 2011-12 = 200
Veteran: 2010-11 = 315, 2011-12 = 444

Legend: 2010-11, 2011-12
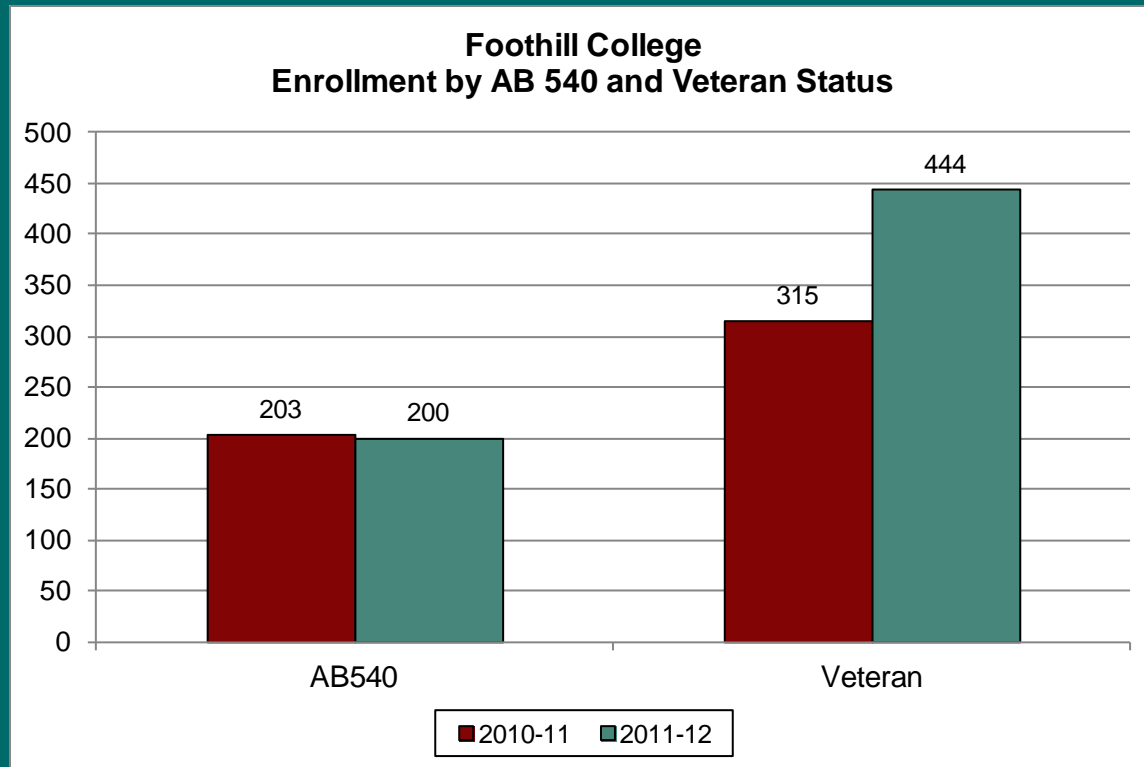
Source: FHDA IR&P

Student Experiences

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?

Foothill College
Time Spent on Tasks in a Typical Week
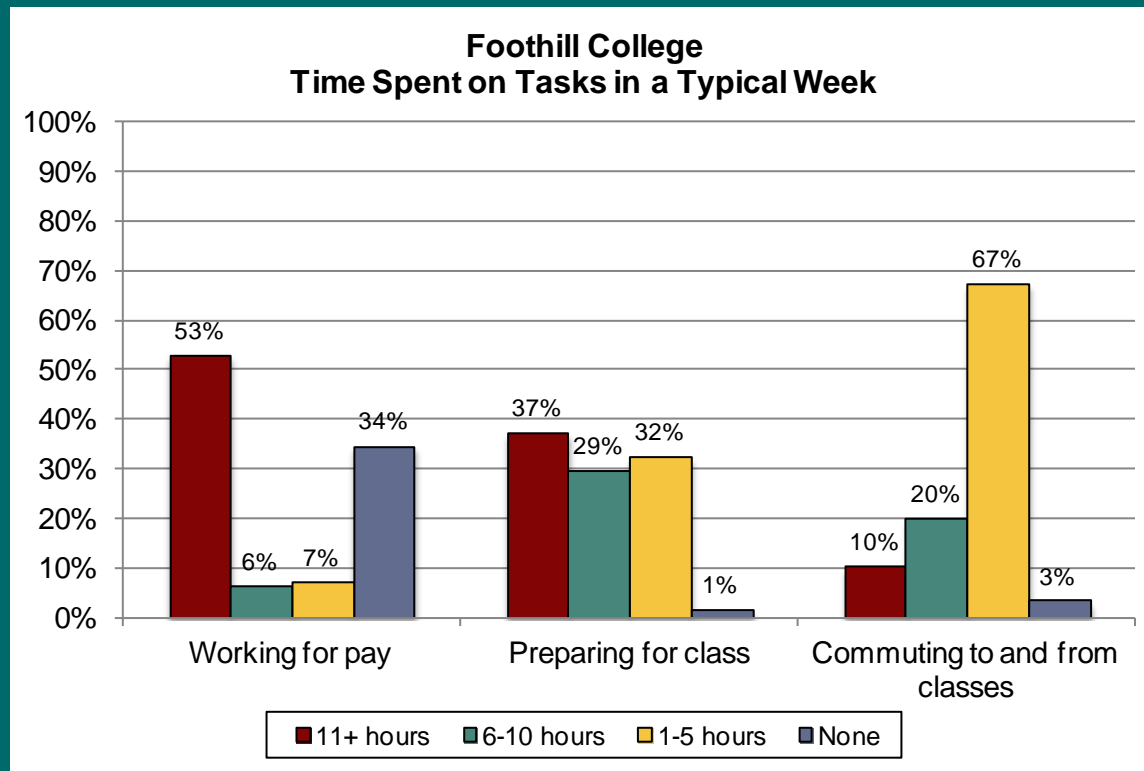
Working for pay=884;
Preparing for class=894;
Commuting=881.

11+ hours   6-10 hours   1-5 hours   None

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.

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Institutional Learning Outcomes

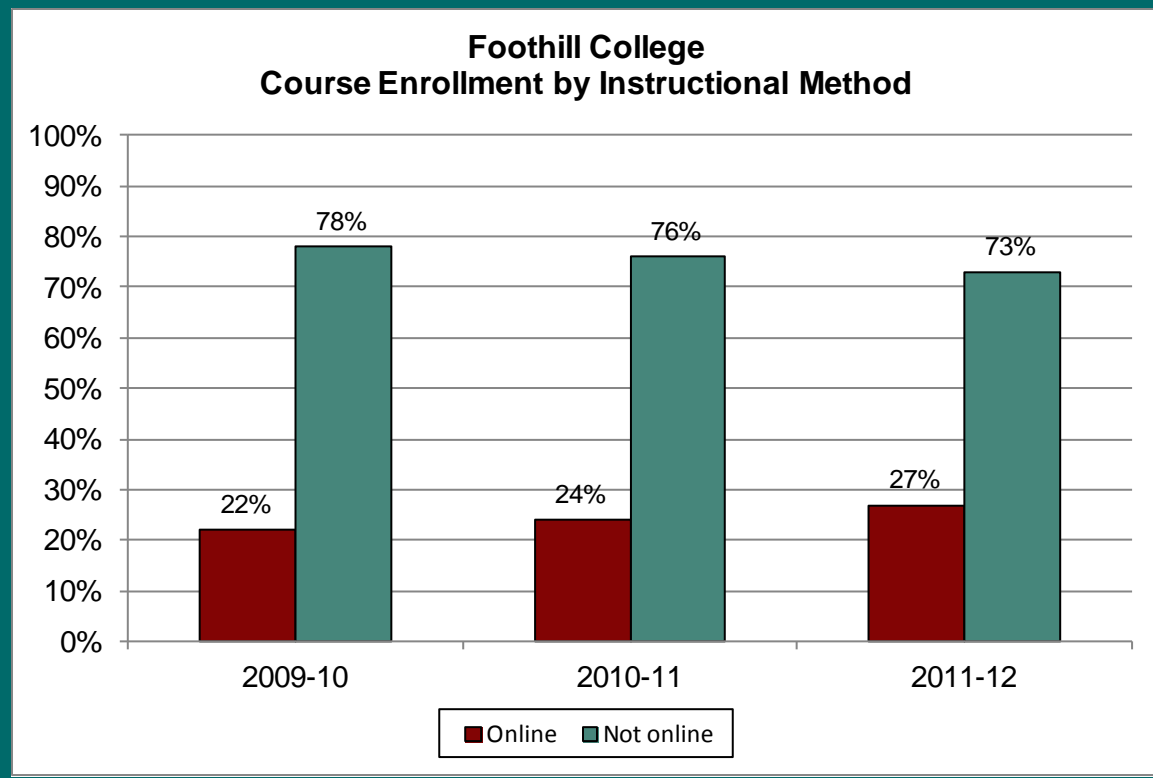| Institutional Learning Outcomes	Very much/Quite a bit			
	Foothill		Ex-large colleges	
Communication ILO	N	%	N	%
Communicate your opinion/viewpoint clearly	409	52%	na	na
Writing clearly and effectively	465	54%	51,240	63%
Speaking clearly and effectively	411	47%	47,784	59%
Computation ILO				
Using 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%

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Source: FHDA IR&P, CCSSE 2012

What type of courses do students take?

Foothill College
Course Enrollment by Instructional Method

- 2009-10: Online 22%, Not online 78%
- 2010-11: Online 24%, Not online 76%
- 2011-12: Online 27%, Not online 73%

Legend: ■ Online ■ Not online

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%).
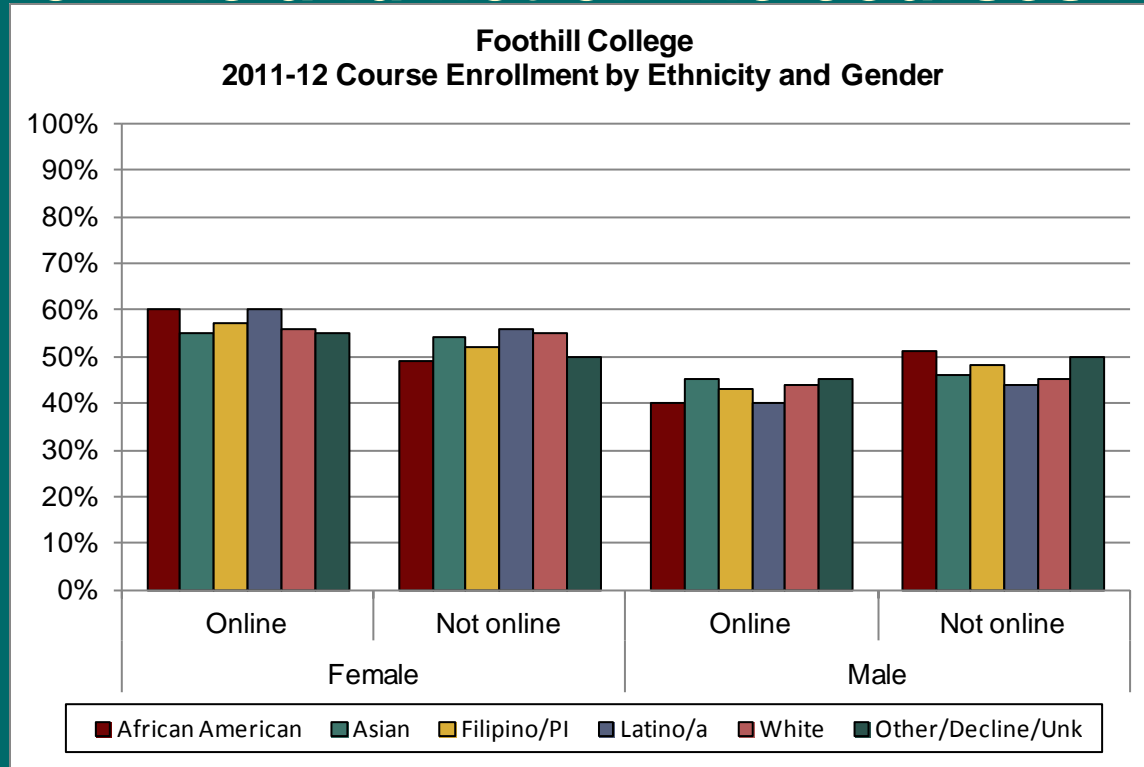
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Which students enroll in online and not online courses?

Foothill College
2011-12 Course Enrollment by Ethnicity and Gender

Legend: African American, Asian, Filipino/PI, Latino/a, White, Other/Decline/Unk

Categories: Female (Online, Not online), Male (Online, Not online)

Source: FHDA IR&P

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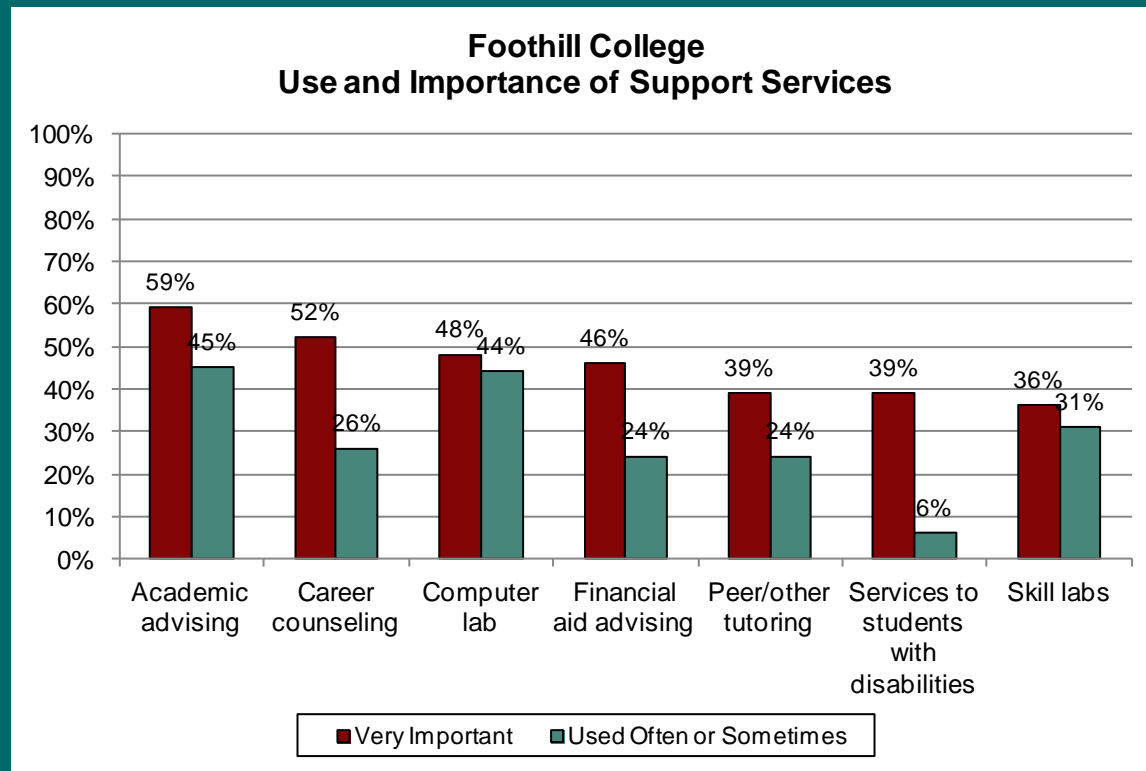
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Role of Support Services

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

Foothill College
Use and Importance of Support Services

Service	Very Important	Used Often or Sometimes
Academic advising	59%	45%
Career counseling	52%	26%
Computer lab	48%	44%
Financial aid advising	46%	24%
Peer/other tutoring	39%	24%
Services to students with disabilities	39%	6%
Skill labs	36%	31%

Source: FHDA IR&P, CCSSE 2012

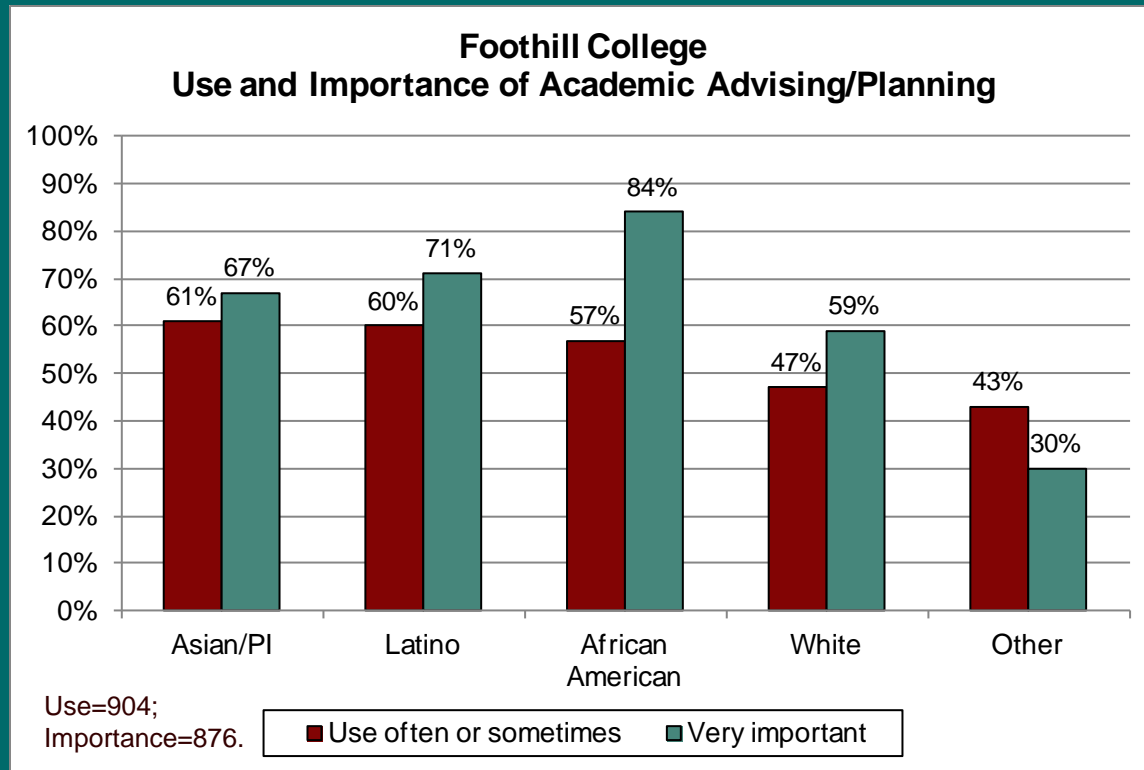**FOOTHILL COLLEGE**
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Role of Academic Advising

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

Foothill College
Use and Importance of Academic Advising/Planning

Use=904;
Importance=876.

■ Use often or sometimes ■ Very important

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
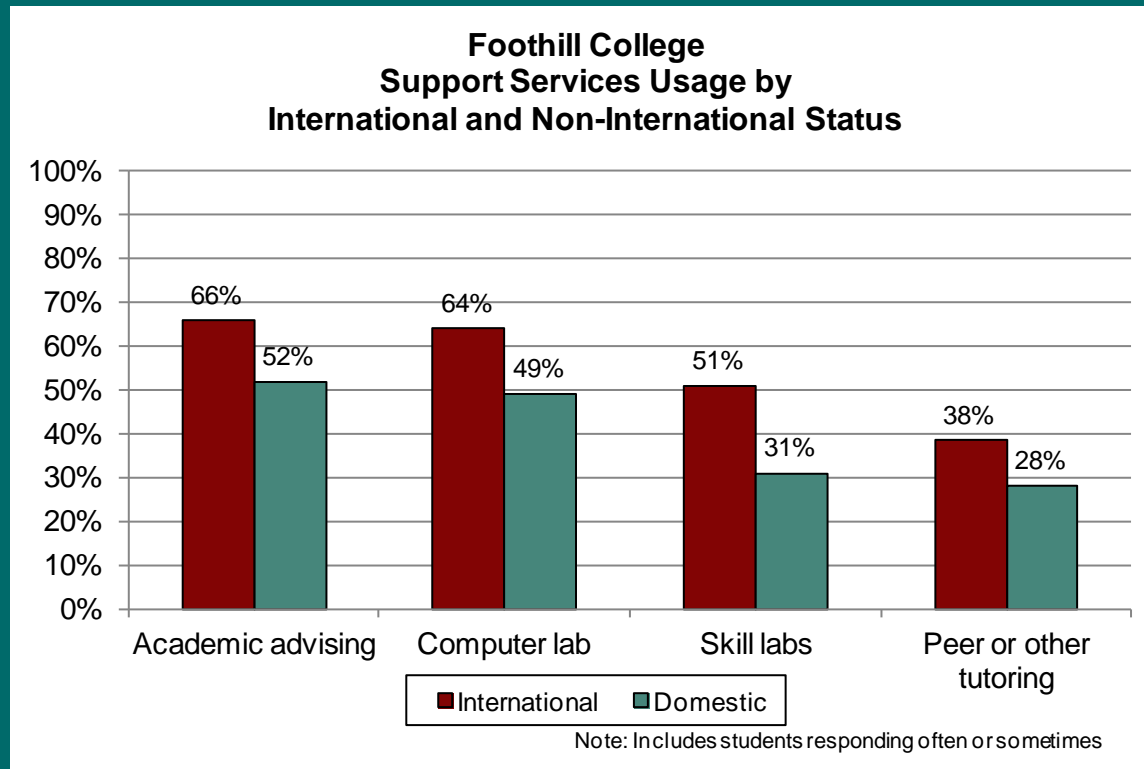
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Who uses Student Services?

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

**Foothill College
Support Services Usage by
International and Non-International Status**

Academic advising: International 66%, Domestic 52%
Computer lab: International 64%, Domestic 49%
Skill labs: International 51%, Domestic 31%
Peer or other tutoring: International 38%, Domestic 28%

Note: Includes students responding often or sometimes

Source: FHDA IR&P, CCSSE 2012

International students report using support services at a higher percentage rate when compared to all other students.
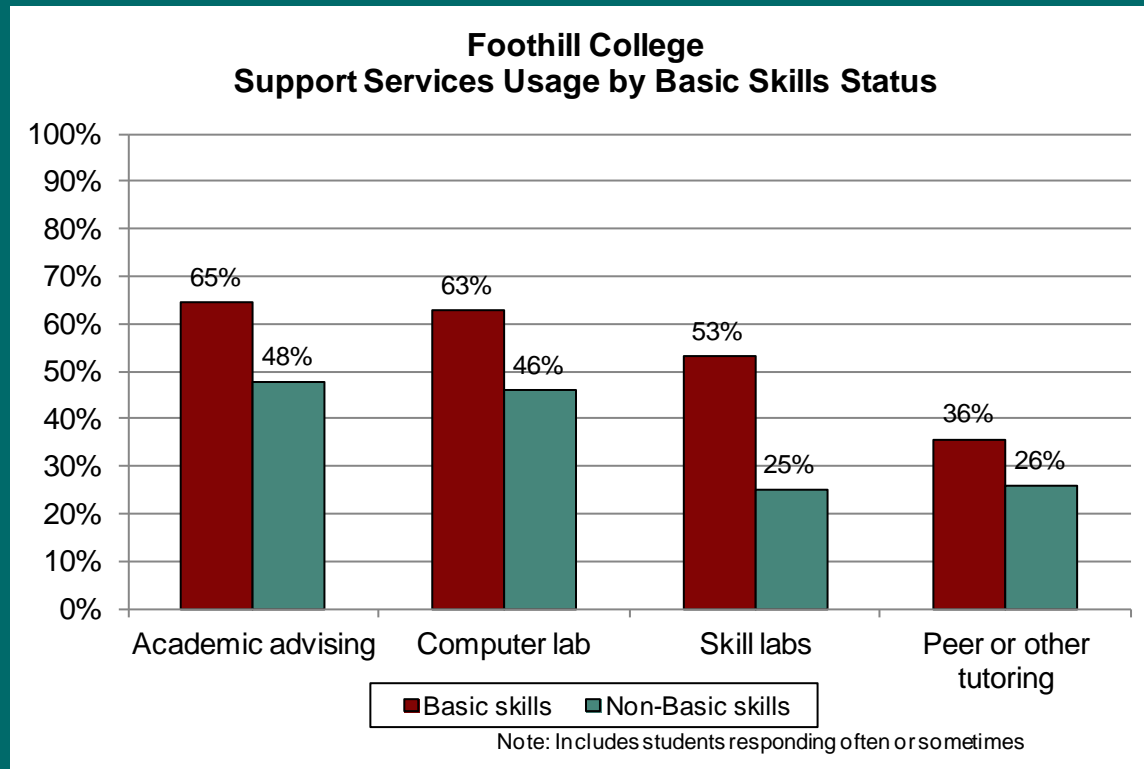
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Who uses Student Services?

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

Foothill College
Support Services Usage by Basic Skills Status

Note: Includes students responding often or sometimes

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.

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Student Outcomes

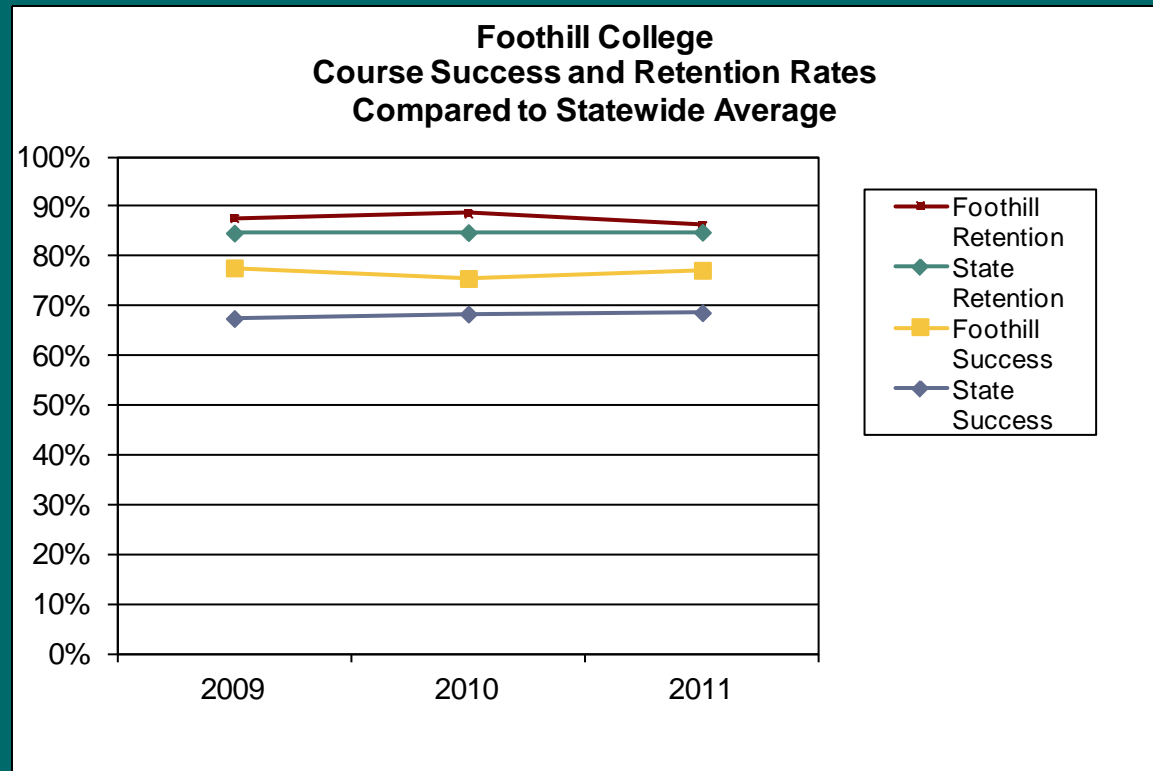# Course Success and Retention Comparison

Foothill College
Course Success and Retention Rates
Compared to Statewide Average

Legend:
- Foothill Retention
- State Retention
- Foothill Success
- State Success

Source: CCCCO Datamart

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

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How do course success rates compare by ethnicity?

**Foothill College
Course Success Rates by Ethnicity**
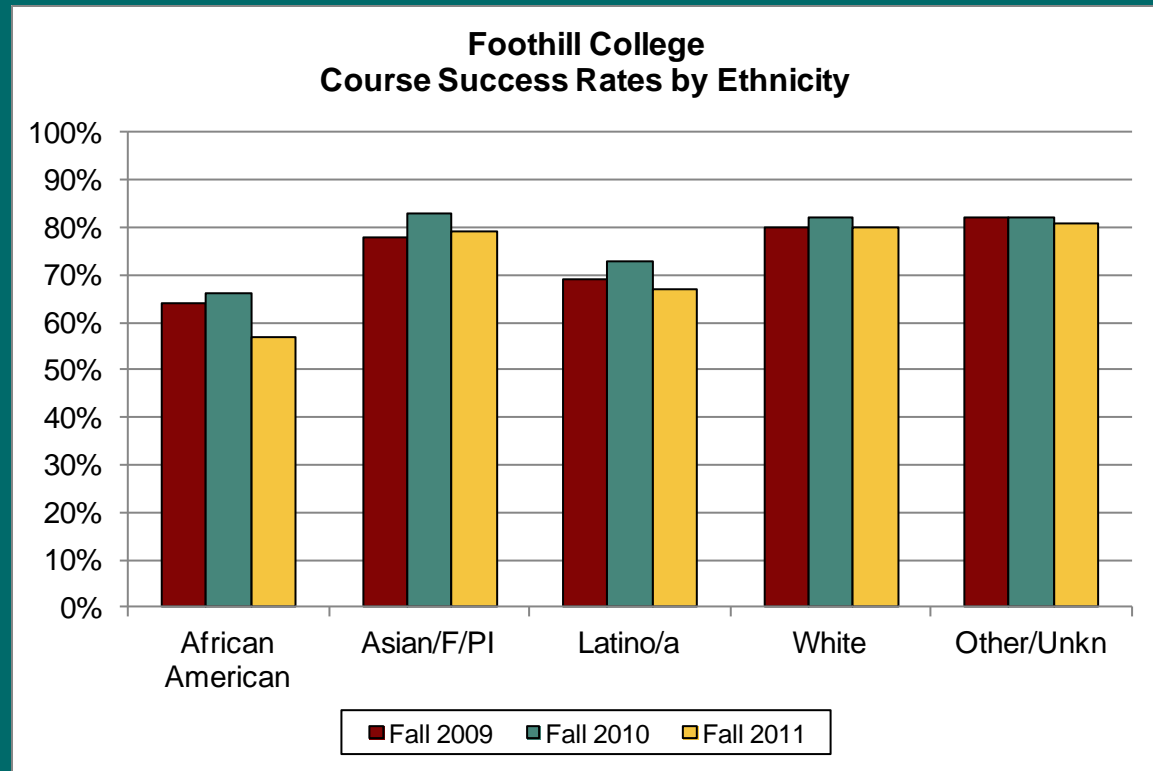
Other/Unk n includes Native American, Other, Unknown and Decline to State.   Source: FHDA IR&P

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.
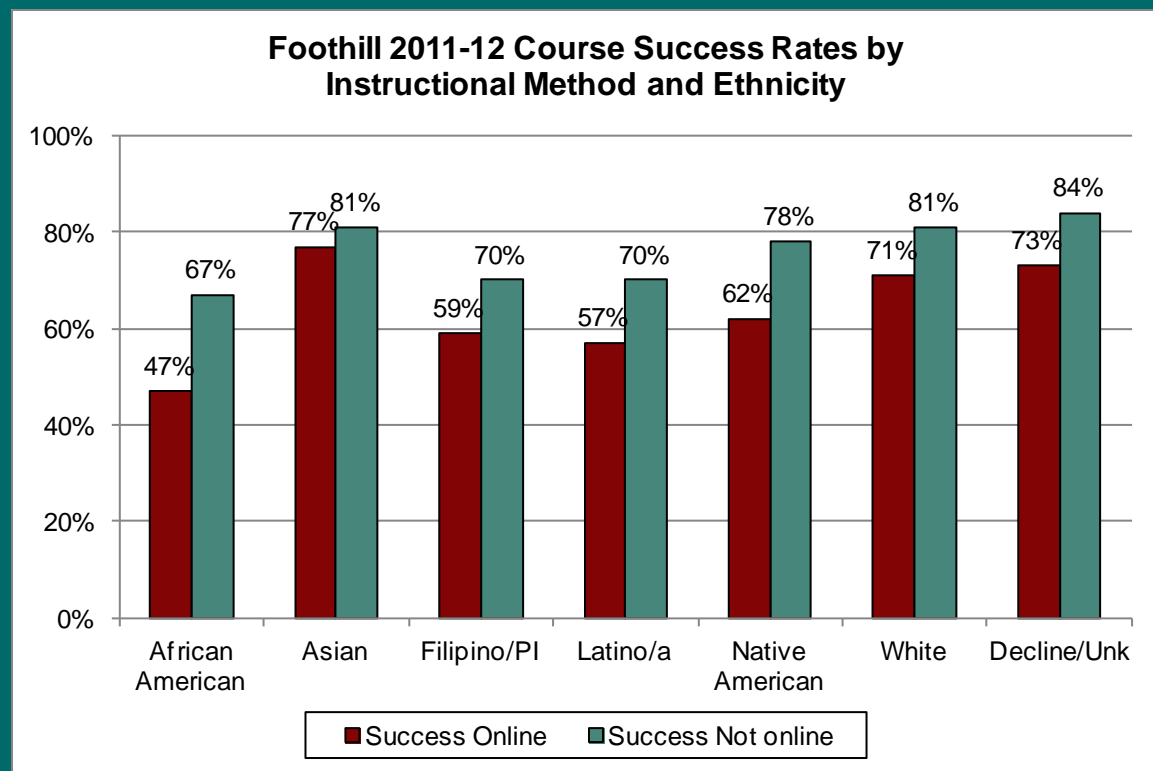
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Comparing Online and Not Online Course Success

Foothill 2011-12 Course Success Rates by Instructional Method and Ethnicity
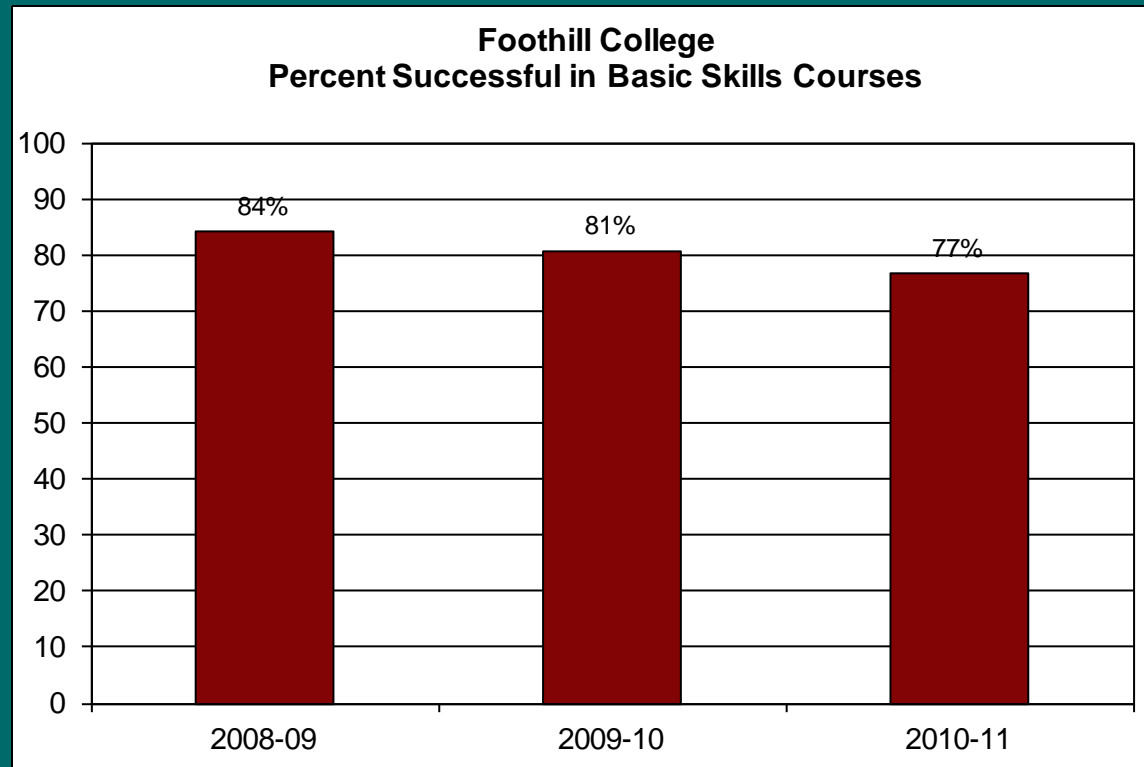
Source: FHDA IR&P

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

Basic Skills Course Success

Foothill College
Percent Successful in Basic Skills Courses

- 2008-09: 84%
- 2009-10: 81%
- 2010-11: 77%

Source: ARCC 2012

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

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Vocational Course Success

Foothill College
Percent Successful in Vocational Education Courses

Source: ARCC 2012

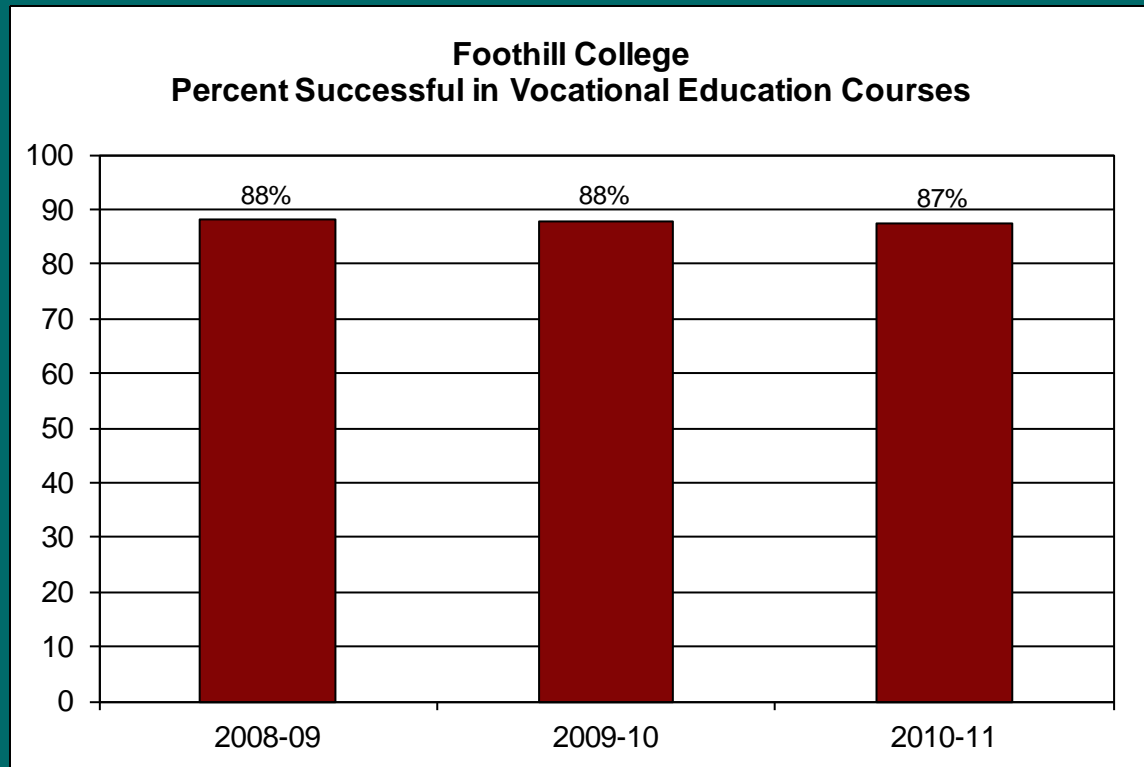All students, regardless of ethnicity, appear to experience success at a lower rate in online courses.
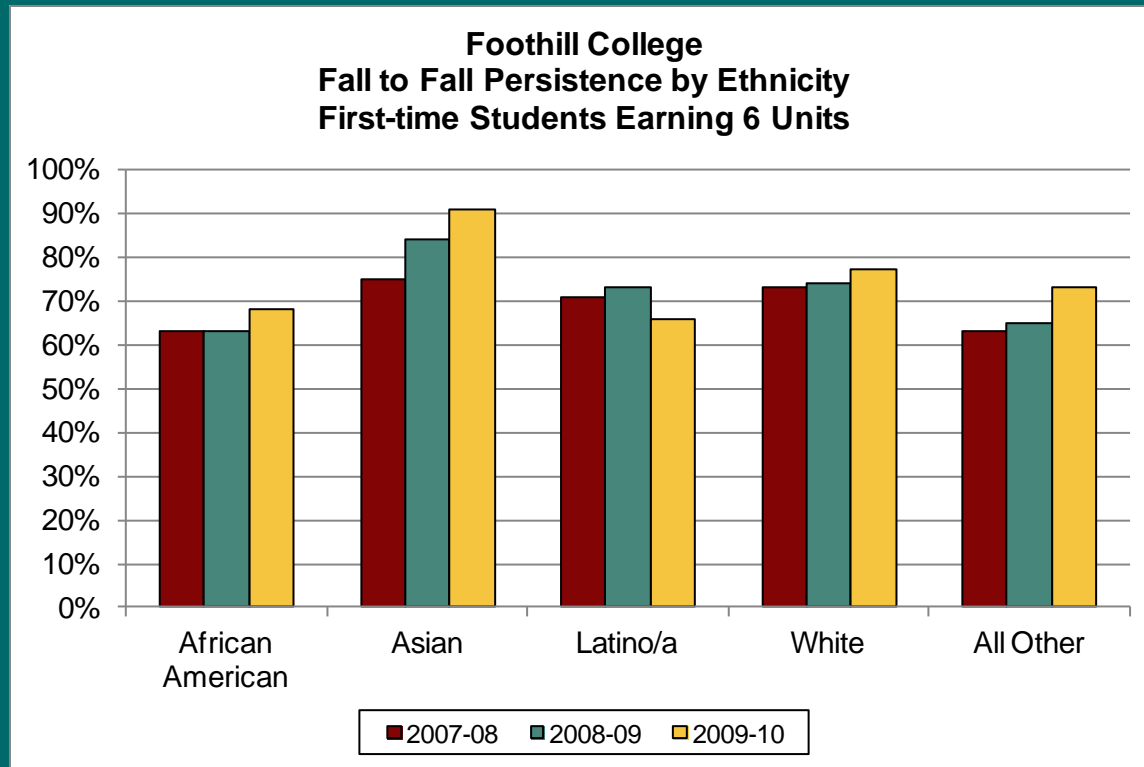
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Are our students persisting?

Foothill College
Fall to Fall Persistence by Ethnicity
First-time Students Earning 6 Units

Source: ARCC 2012

Are our students persisting?

Foothill College
Fall to Winter Persistence, First-time to Foothill Students
With a Goal of Transfer, Award, or Undecided

	2009	2010	2011
	66%	69%	68%

Note: 862 students did not persist from Fall 20111 to Winter 2012.
The Fall cohort made up 17% of total college headcount enrollment.

Source: FHDA IR&P

The fall to winter persistence rate has remained relatively consistent over the past three years.
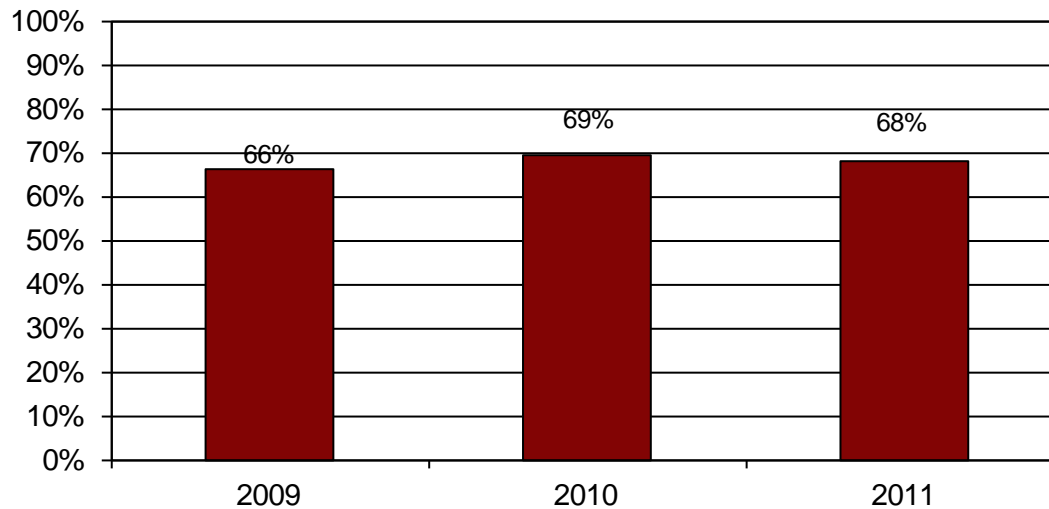
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Are our students persisting?

Foothill College
2010 Fall to 2011 Winter Persistence, First-time Students
With a Goal of Transfer, Award, or Undecided by Ethnicity

- 129 out of 204 — African American
- 453 out of 984 — Asian
- 129 out of 211 — Filipino/PI
- 420 out of 643 — Latino
- 13 out of 17 — Native American
- 551 out of 829 — White
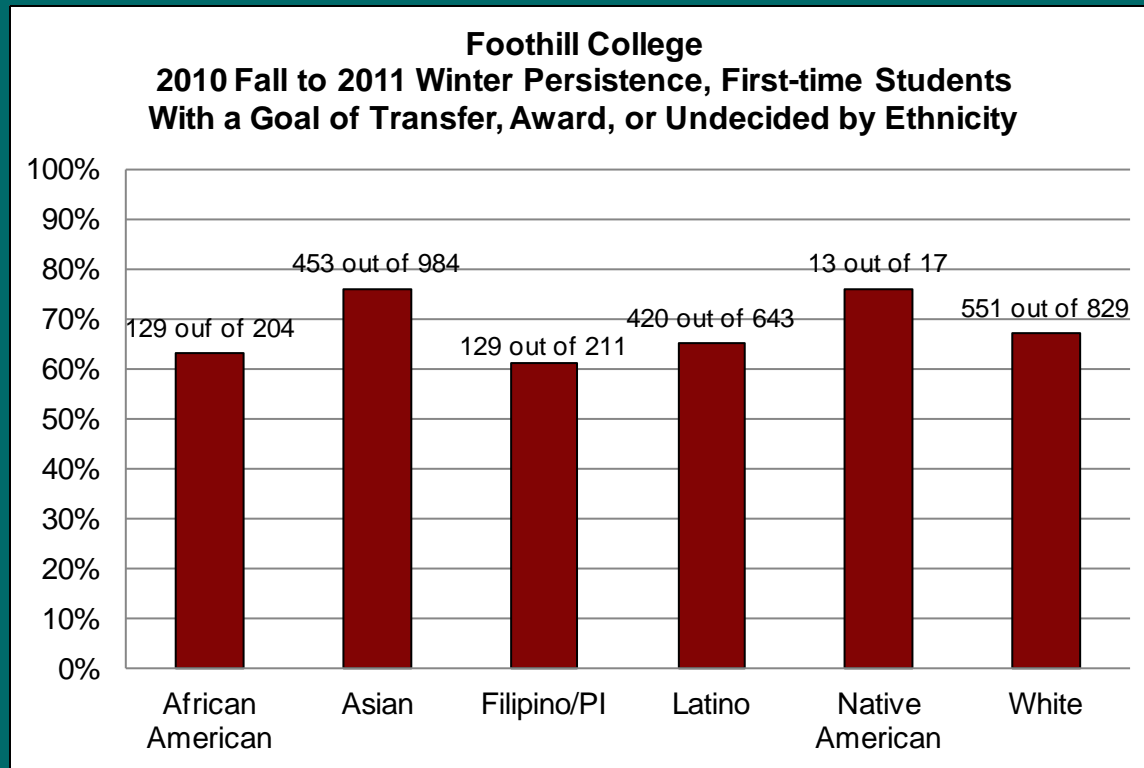
Decline/Unknown not included.   Source: FHDA IR&P

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

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How many students graduate?

Foothill College
Number of Certificates and Degrees Awarded

Certificates: 2008-09: 233, 2009-10: 162, 2010-11: 363
Degrees: 2008-09: 488, 2009-10: 459, 2010-11: 579

Legend: 2008-09, 2009-10, 2010-11
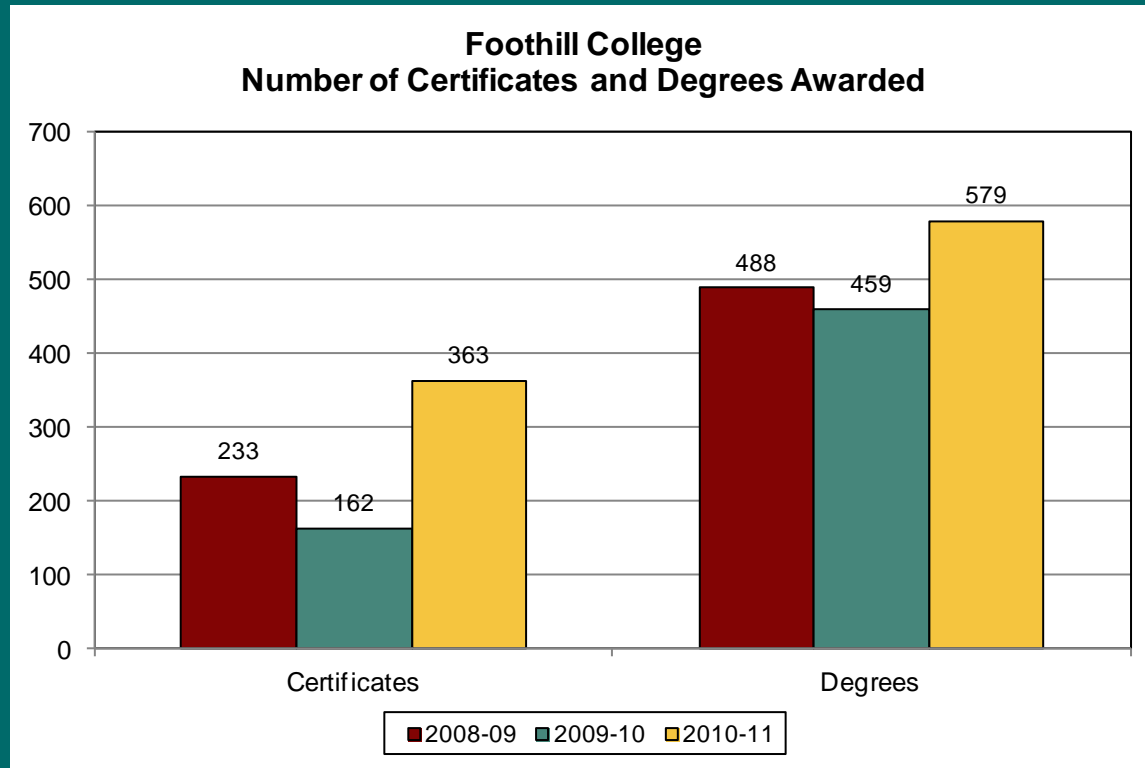
Source: FHDA IR&P

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

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Which students are graduating?

Foothill College
2011-12 Certificates and Degrees by Ethnicity

Ethnicity	Certificate	Degree
African American	10	20
Asian	236	120
Filipino/PI	14	37
Latino/a	62	91
White	173	236
Other/Unk	80	89
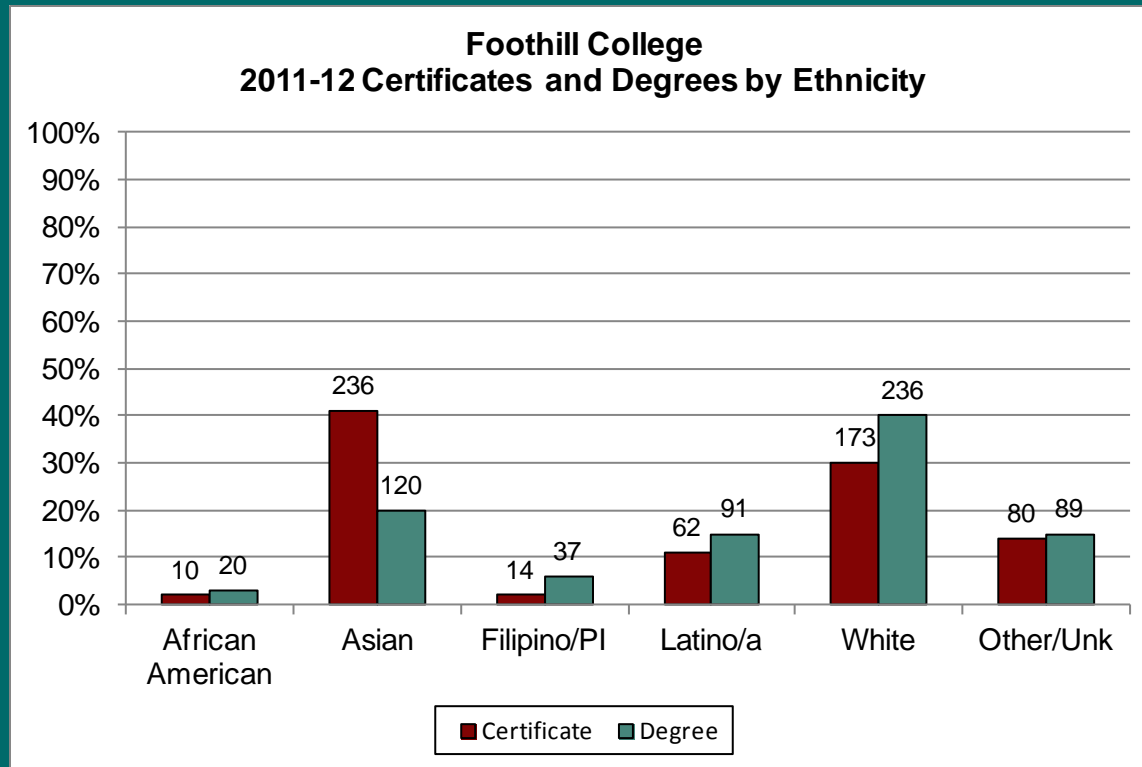
Source: FHDA IR&P

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Where are the transfer destinations of our students?

Foothill College
Full-Year Transfer Students to UC, CSU, In-State Private and Out-of-State College

	UC	CSU	Private/OoS
2008-09	272	334	454
2009-10	285	227	505
2010-11	323	346	505

Note: The 2010-2011 transfer rate to ISP/OoS institutions is an estimate based on the previous year.
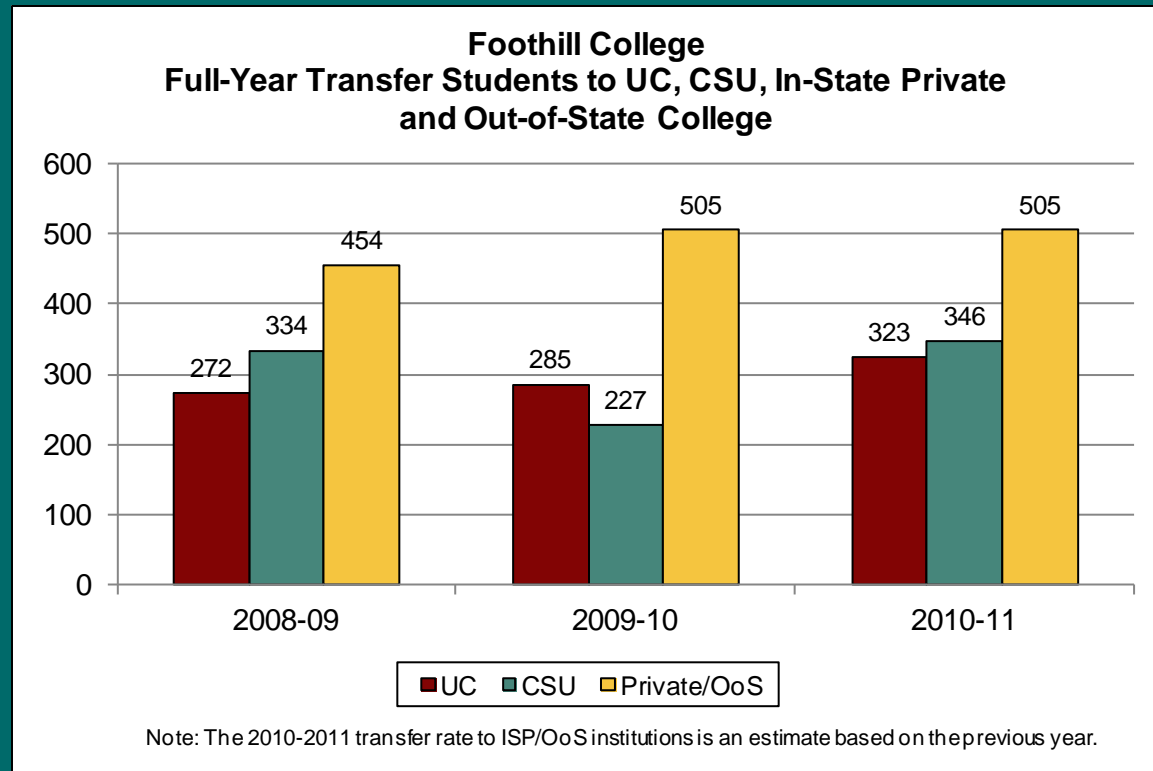
Source: FHDA IR&P

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.

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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

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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