



Data Requests: Phase One

Foothill Cabinet Retreat
August 3



Costs Overview

Costs Overview

Costs Overview

Costs Overview

Costs Overview

Costs Overview



Forest Tree

(8% to 6%)

(14% to 16%)

(64% to 59%)

(11% to 13%)

(3% to 6%)





Grading Update: Completed Within Budget

• 100% of the work was completed within budget

• 100% of the work was completed on schedule

• 100% of the work was completed with high quality

• 100% of the work was completed with high safety

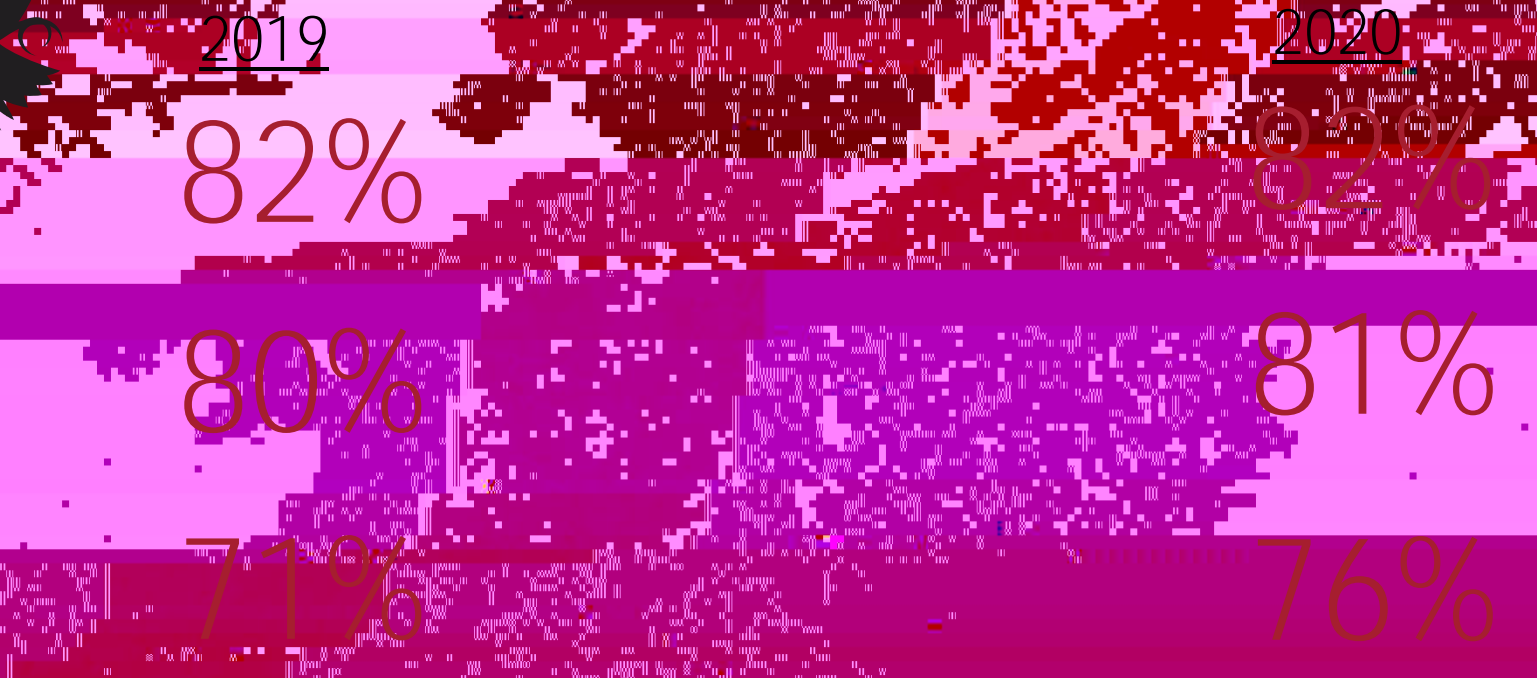
• 100% of the work was completed with high customer satisfaction

• 100% of the work was completed with high environmental stewardship

• 100% of the work was completed with high community engagement



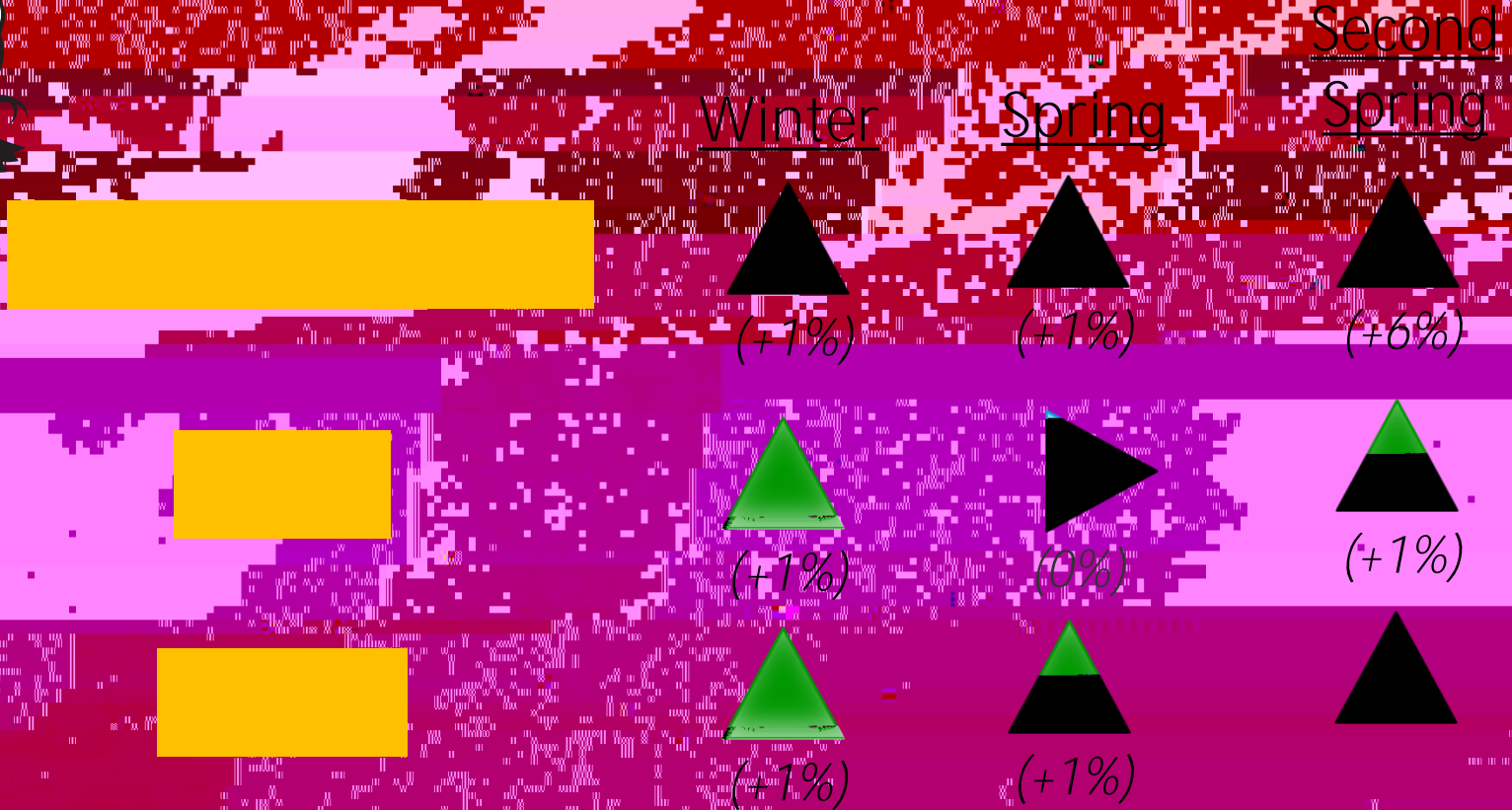
Year-to-Year Success Rates



WHAT THIS MEANS: Overall success rates remained steady or increased with each term.



Year-to-Year Success Rates



WHAT THIS MEANS Overall success rates remained steady or increased with each term



Year-to-Year Success Gaps

Spring 2019 (80%) to Spring 2020 (81%)

-13%

-7%

+1%

1%

0%

0%

WHAT THIS MEANS Spring success rates increased (+1%) (African Americans, Filipinx) but success gaps did not narrow significantly



Year-to-Year Withdraw Rates

2019

8%

9%

16%

2020

9%

10%

15%

WHAT THIS MEANS Overall withdraw rates remained



Year-to-Year Withdraw Rates

Year-to-Year Withdraw Rates

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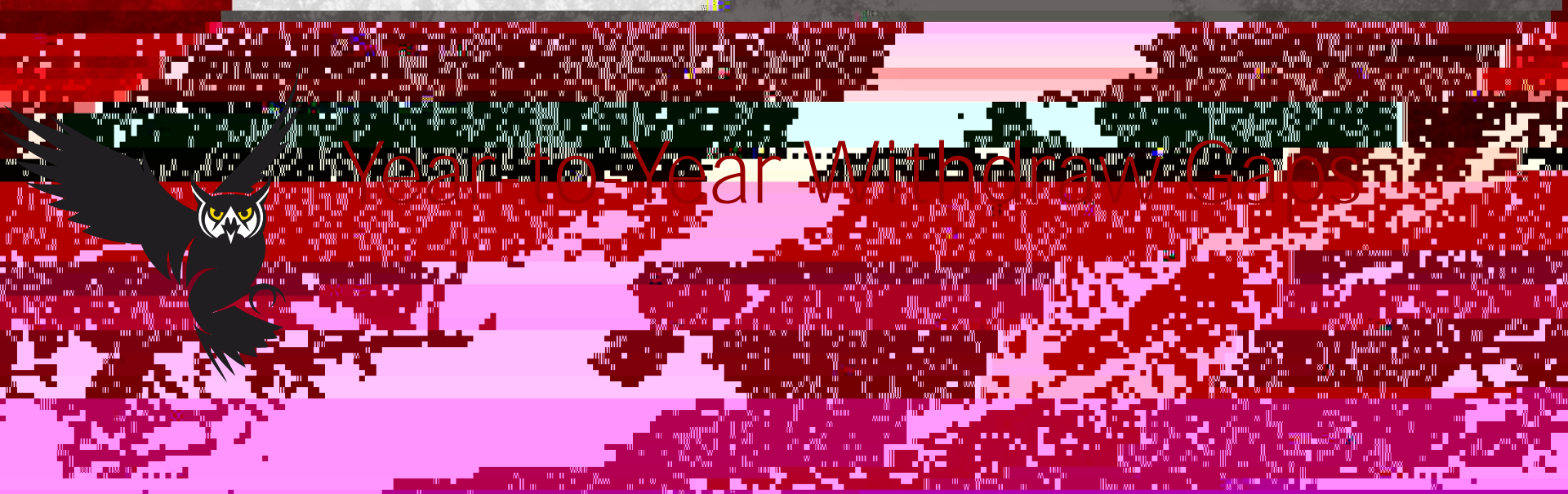
Year-to-Year Withdraw Rates

Year-to-Year Withdraw Rates

Year-to-Year Withdraw Rates

Year-to-Year Withdraw Rates

Year-to-Year Withdraw Rates



Year to Year Withdrawals





Year to Year Withdraw by Div

AFRICAN AMERICANS

Withdraw Increase

Winter

CHLD POLI

(N=13)

Spring

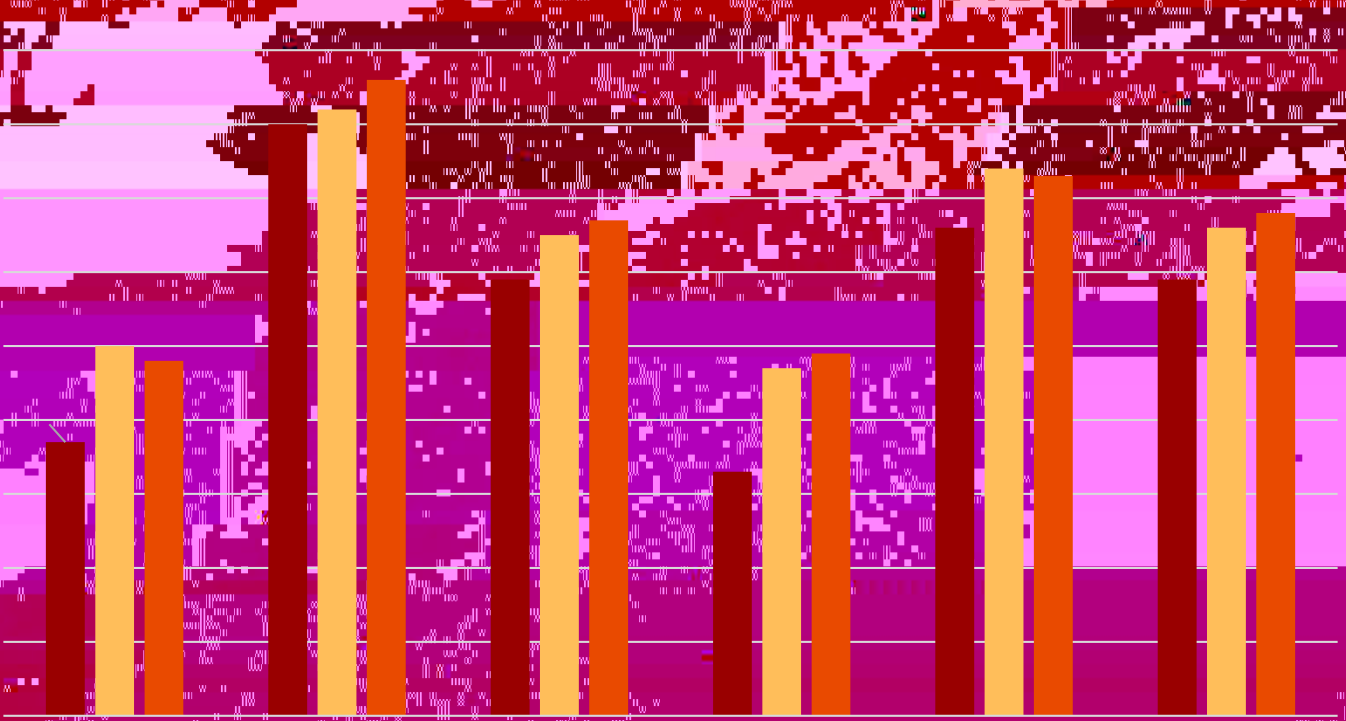
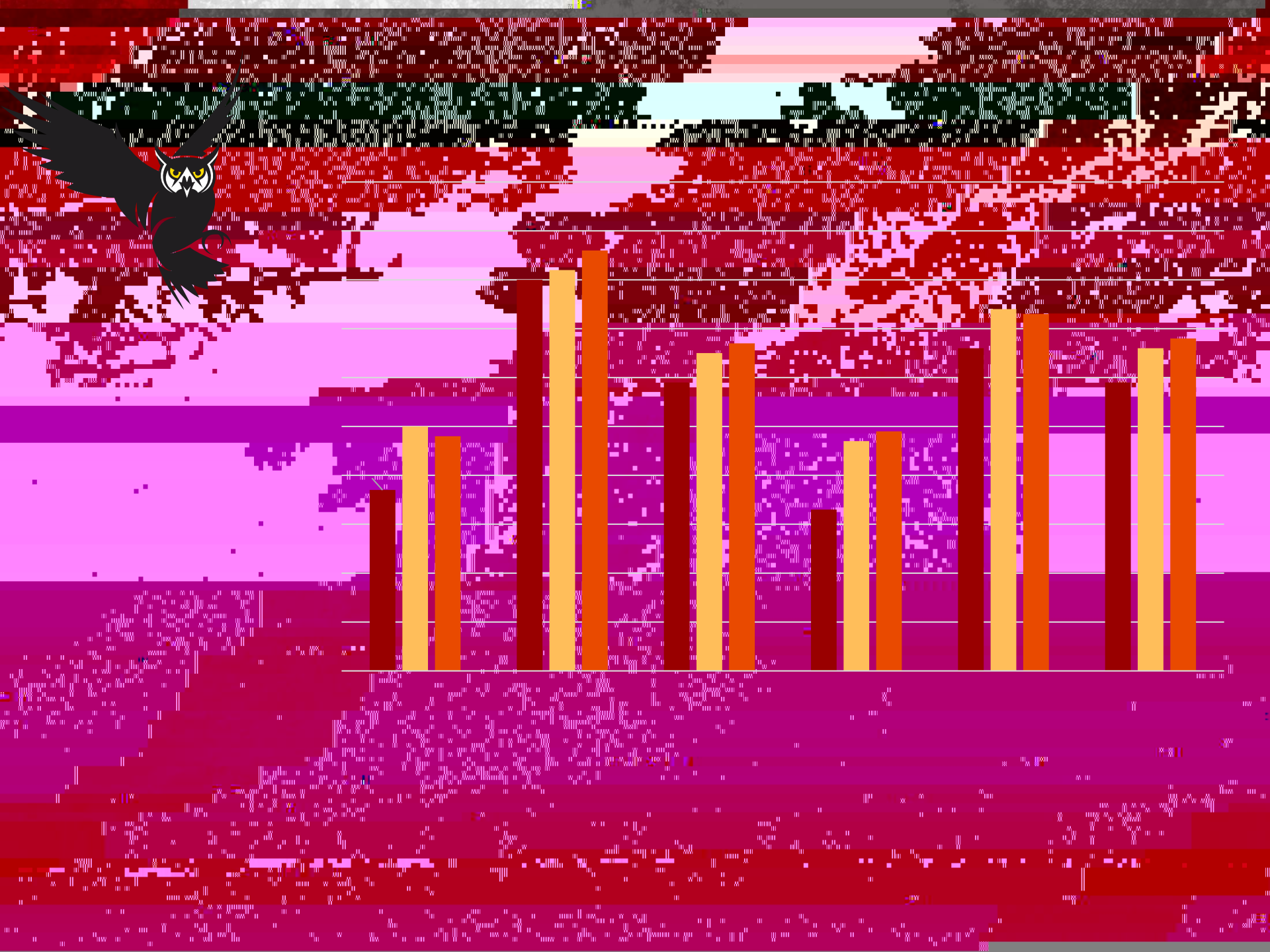
ENGL

(ENGL 12=11)



AB 705 Data

How do the throughput rates compare year-to-year?



Math % Achieved Throughput

Comparing 2019-20 to 2018-19:

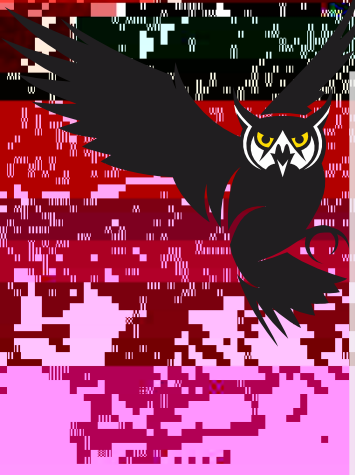
African Americans
PPG increased 4%
(-16% to -20%)

Latinx
PPG remained flat
(-19%)

Filipinx
PPG remained flat
(-1%)

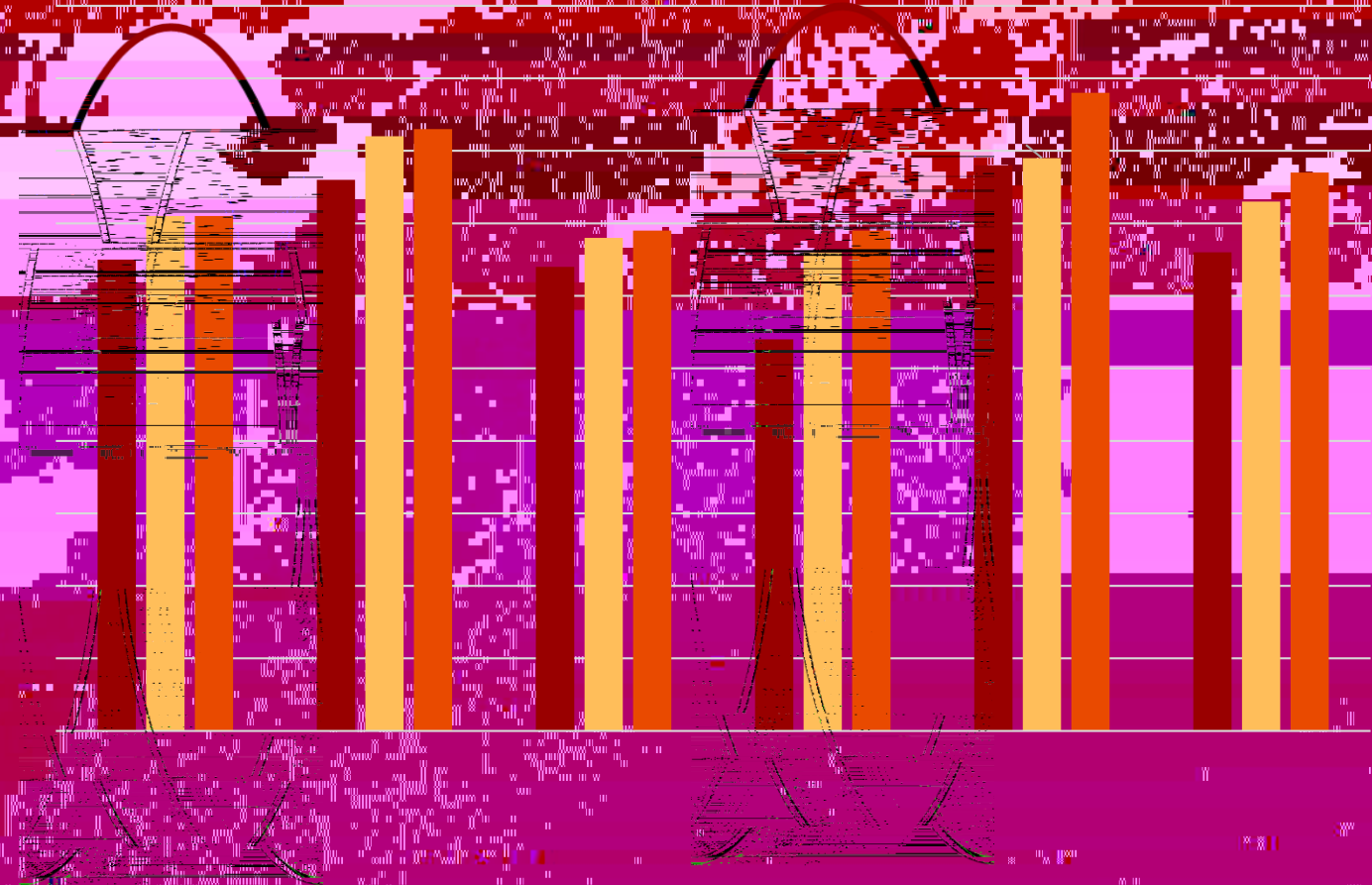
Post-AB 705 throughput rates are higher than pre-AB 705 so more students are completing transfer level math.

WHAT THIS MEANS:



Why are so few enr in ENG in the fall?

how many completed at transfer level by spring?



Source: www.coe.edu/academic/assessment/assessment-reports

English % Achieved Throughput

Comparing 2019-20 to 2018-19:

African Americans
PPG increased 4%
(-2% to -6%)

Latinx
PPG increased 1%
(-7% to -8%)

Filipinx
PPG increased 3%
(-5% to -8%)

Post-AB 705 throughput rates are slightly higher/flat than pre-AB 705 for most population groups.

WHAT THIS MEANS:



CARES Funding

Who received funding for:
CARES
FH CARES
Equity Wi-Fi Hotspots?



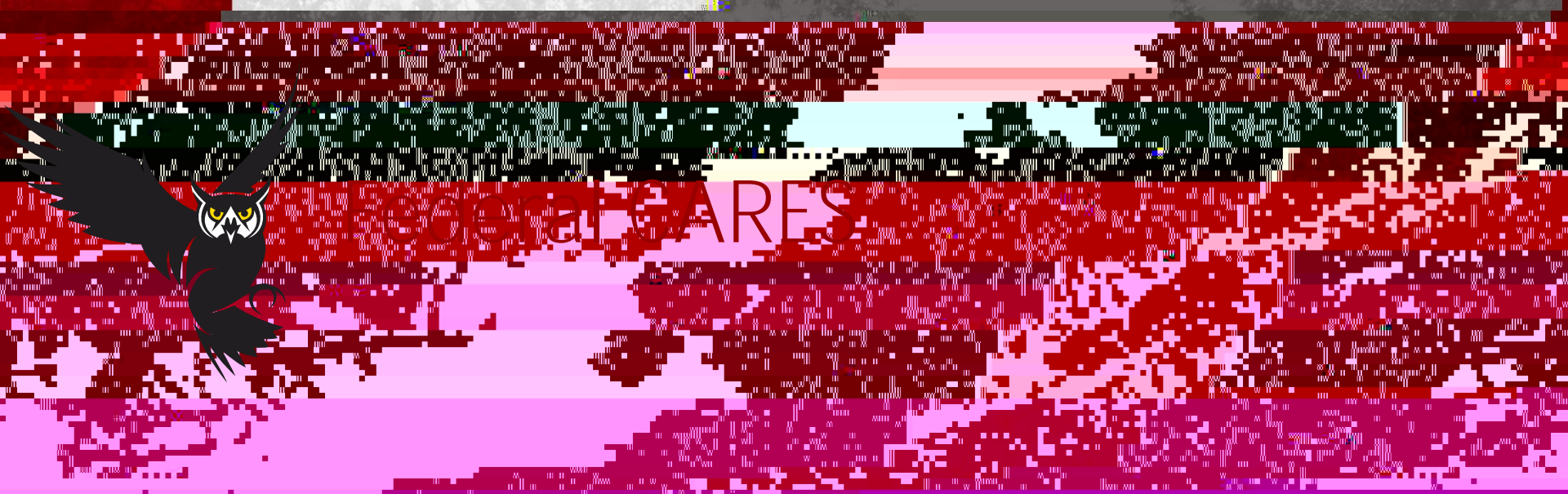
GRANT CARES

1,589

1,488

94%

90%—funding rate across all ethnic and gender groups.



INITIATIVES

33%

&

28%

&

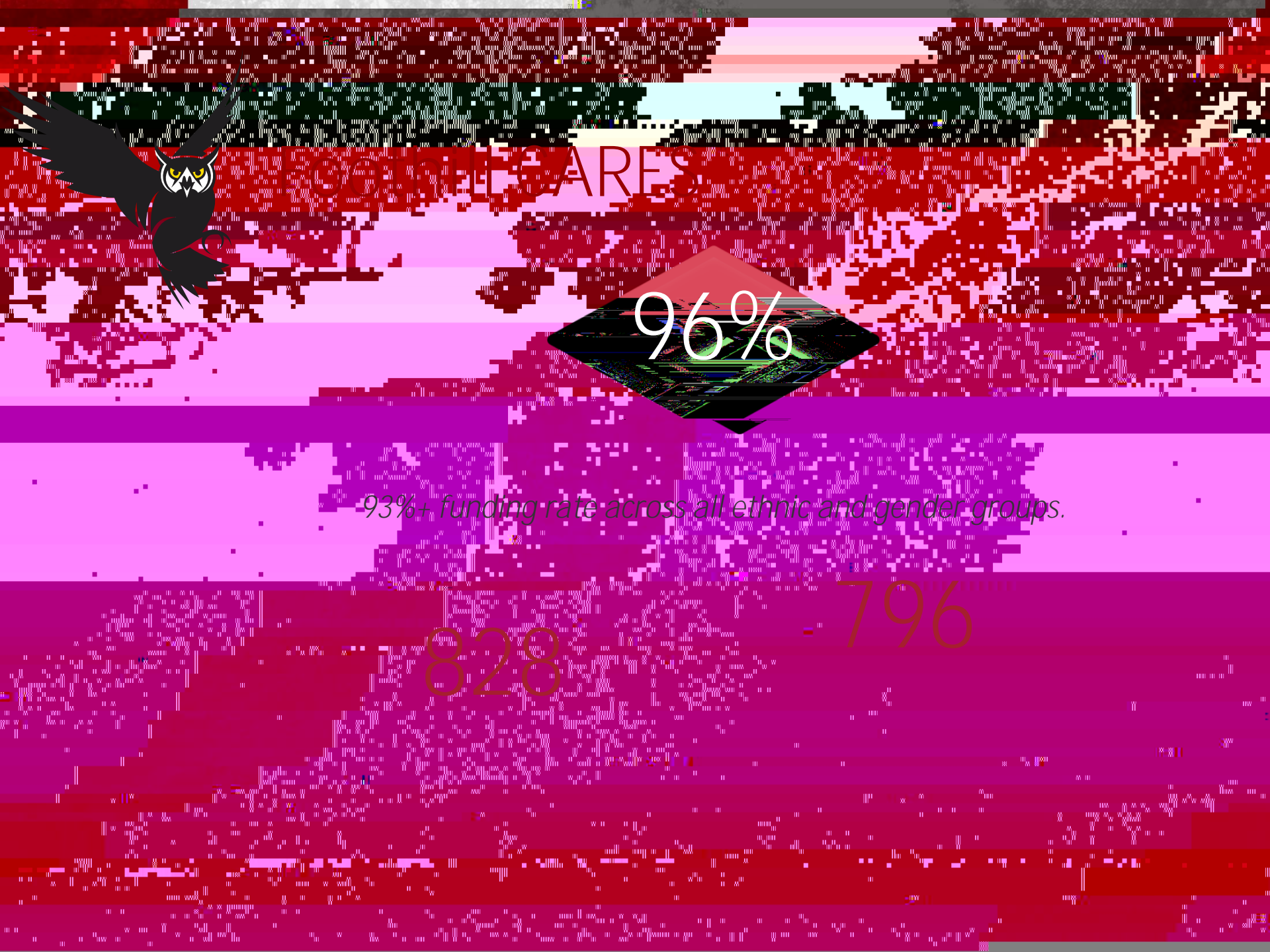
60%



Original CARES

\$725

\$425



PERFORMANCES

96%

93%+ funding rate across all ethnic and gender groups.

828

796



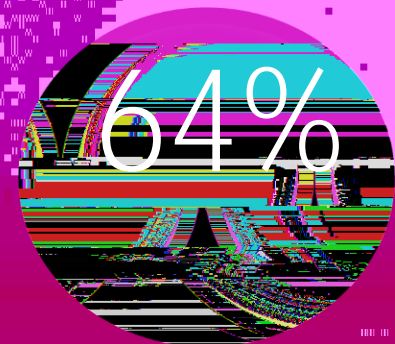
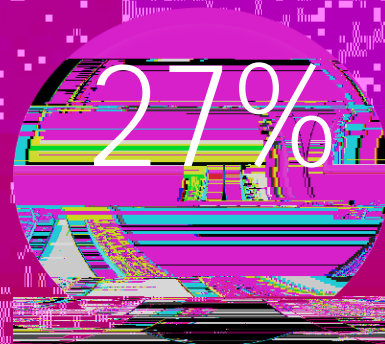
40%

&

27%

&

64%





MEMBERSHIPS

\$200

\$200



Hotspot

415

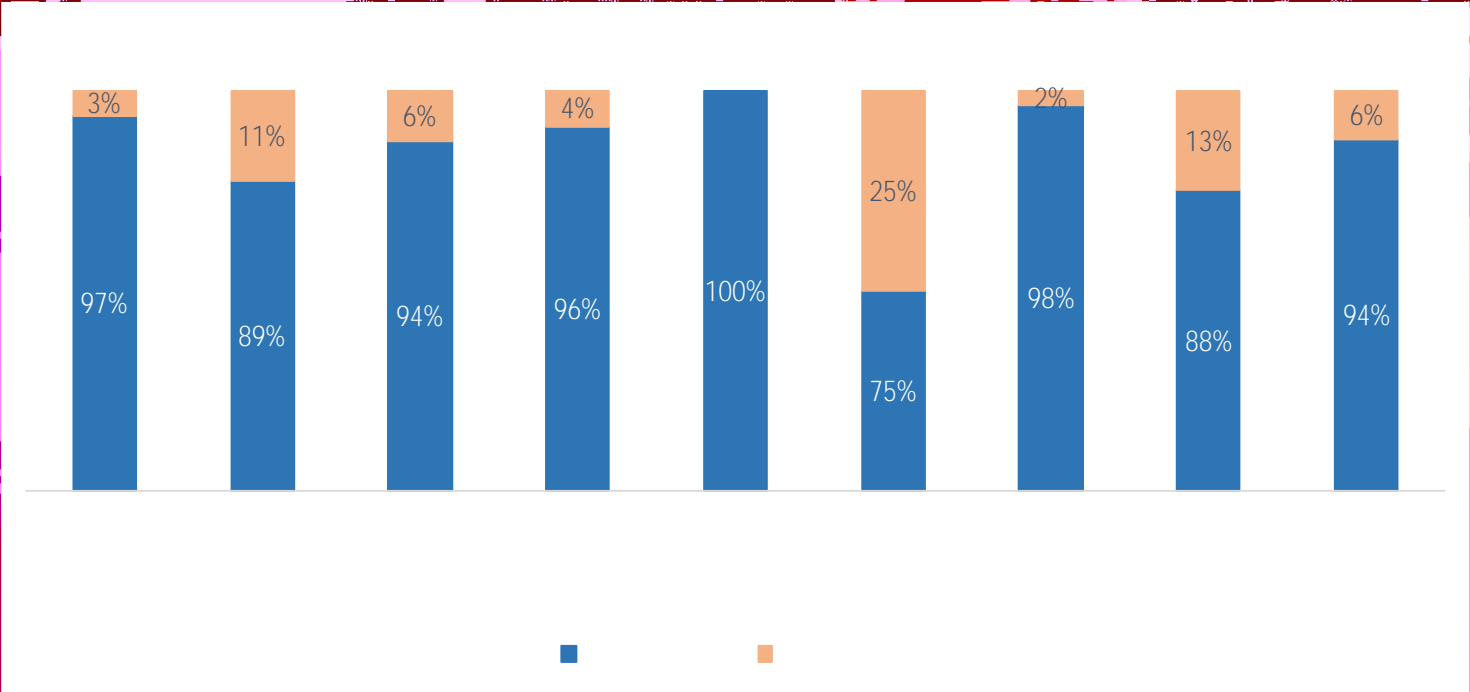
390

94%

Funded amount is \$200



Hotspot



Among students who accepted Wi-Fi funding



Hotspot

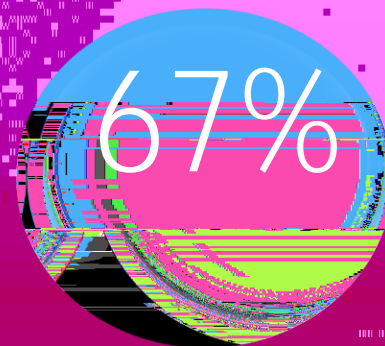
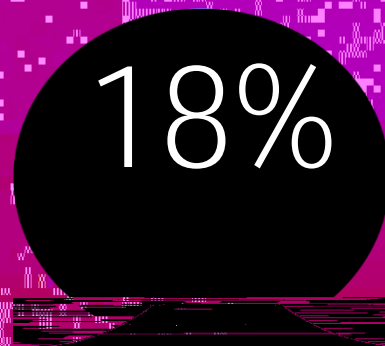
49%

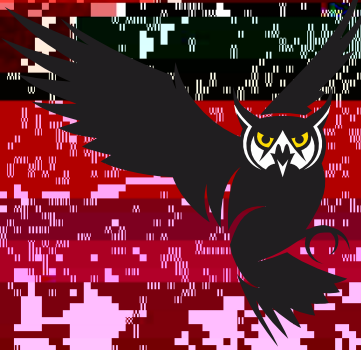
&

18%

&

67%





College Promise Data

Who are these students?

Are these students being retained?



Students

2018-19

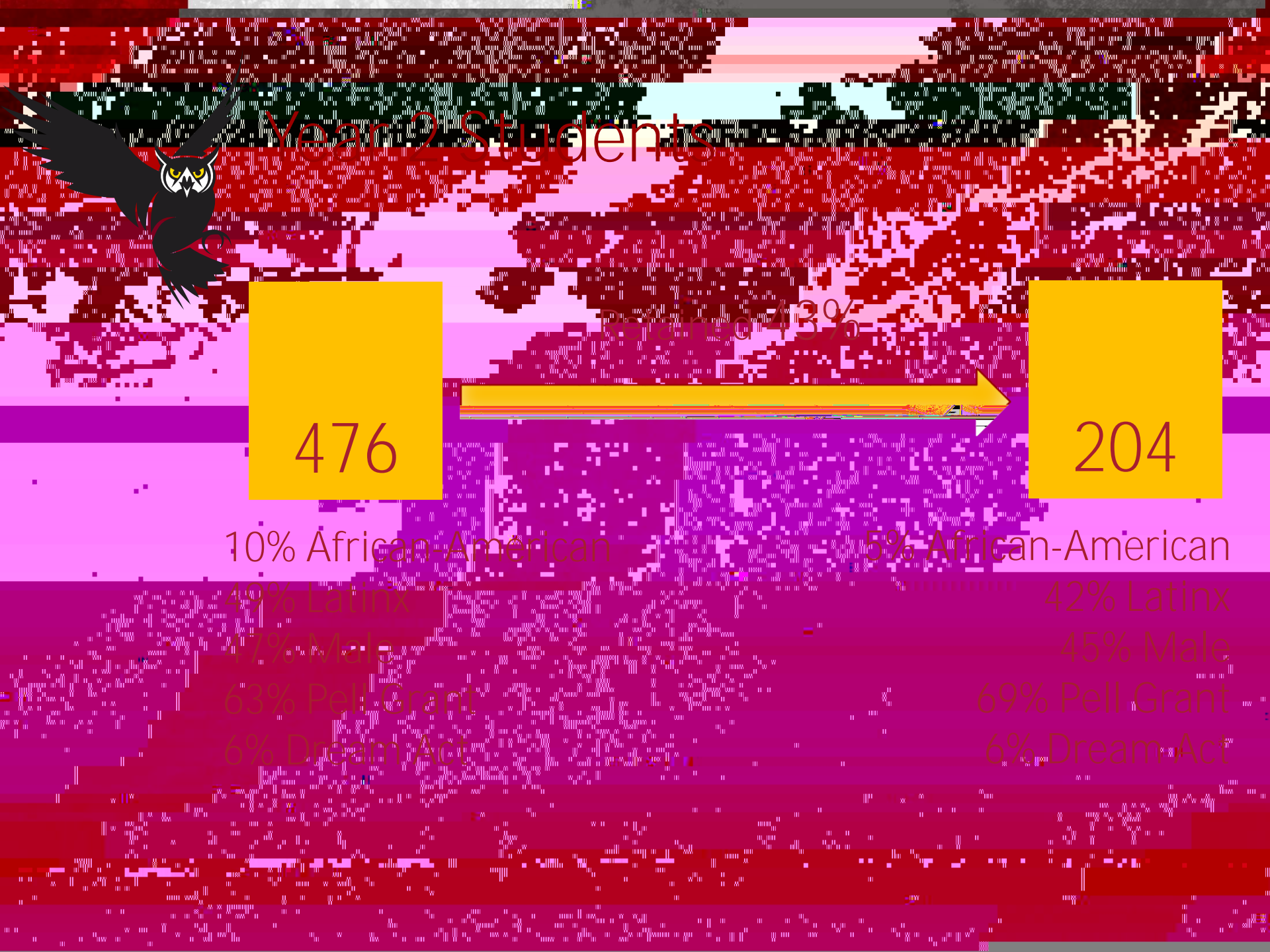
476

10% African-American
49% Latinx
47% Male
63% Pell Grant
6% Dream Act

2019-20

1109

10% African-American
39% Latinx
46% Male
64% Pell Grant
5% Dream Act



Year 2 Students

476

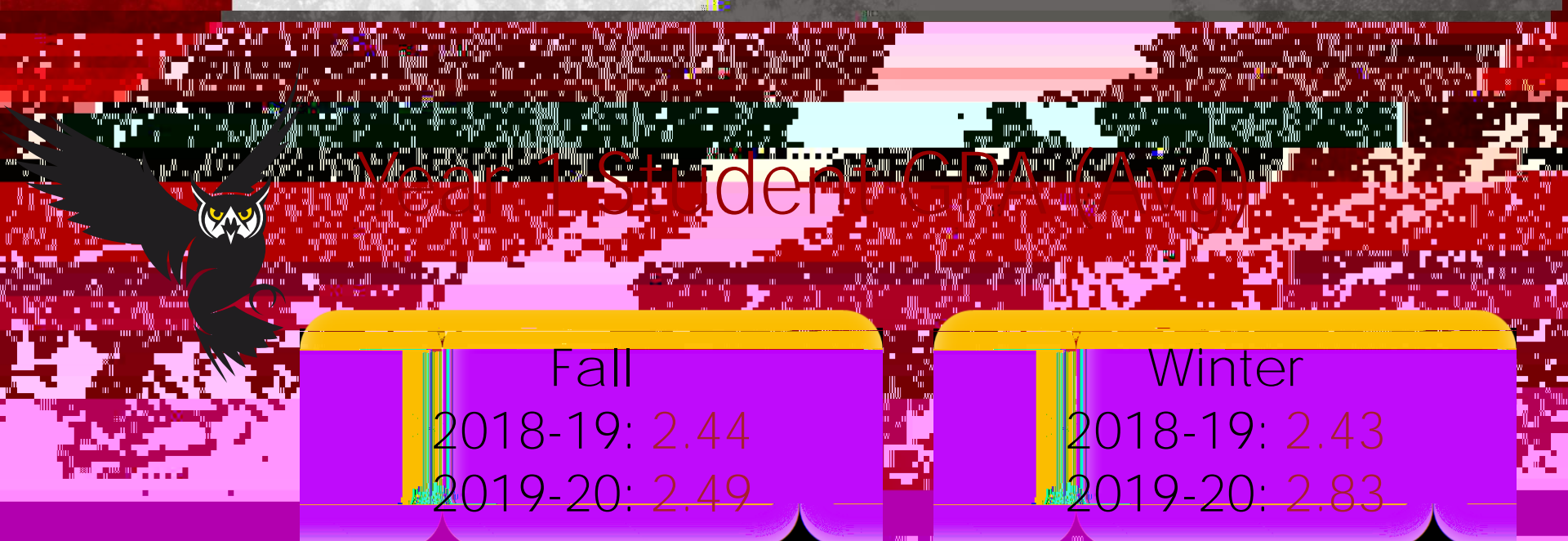


Retention 43%

204

10% African-American
 49% Latinx
 17% Male
 63% Pell Grant
 6% Dream Act

5% African-American
 42% Latinx
 45% Male
 69% Pell Grant
 6% Dream Act



Year 1 Student GPA (Avg)



WHAT THIS MEANS: Increase in avg GPA with enr increase (+135%)



Year 7 Students

Learning Core Competencies

- 1. **Communication**
 - 1.1. Listen actively and respectfully to others.
 - 1.2. Express ideas and opinions clearly and effectively.
 - 1.3. Collaborate and work effectively in teams.
 - 1.4. Present information and ideas in a clear and organized manner.
- 2. **Critical Thinking**
 - 2.1. Analyze and evaluate information from various sources.
 - 2.2. Identify and solve problems using logical reasoning.
 - 2.3. Make informed decisions based on evidence and analysis.
 - 2.4. Reflect on and evaluate one's own thinking and learning.
- 3. **Personal and Social Responsibility**
 - 3.1. Demonstrate respect for diversity and individual differences.
 - 3.2. Take responsibility for one's actions and decisions.
 - 3.3. Show empathy and compassion for others.
 - 3.4. Engage in community service and social action projects.
- 4. **Learning and Innovation**
 - 4.1. Set and pursue personal and academic goals.
 - 4.2. Use a variety of learning strategies and resources.
 - 4.3. Apply knowledge and skills to solve real-world problems.
 - 4.4. Demonstrate creativity and innovation in learning and problem-solving.



Dual Enrollment Data

Who are these students?

Are these students experiencing course success?

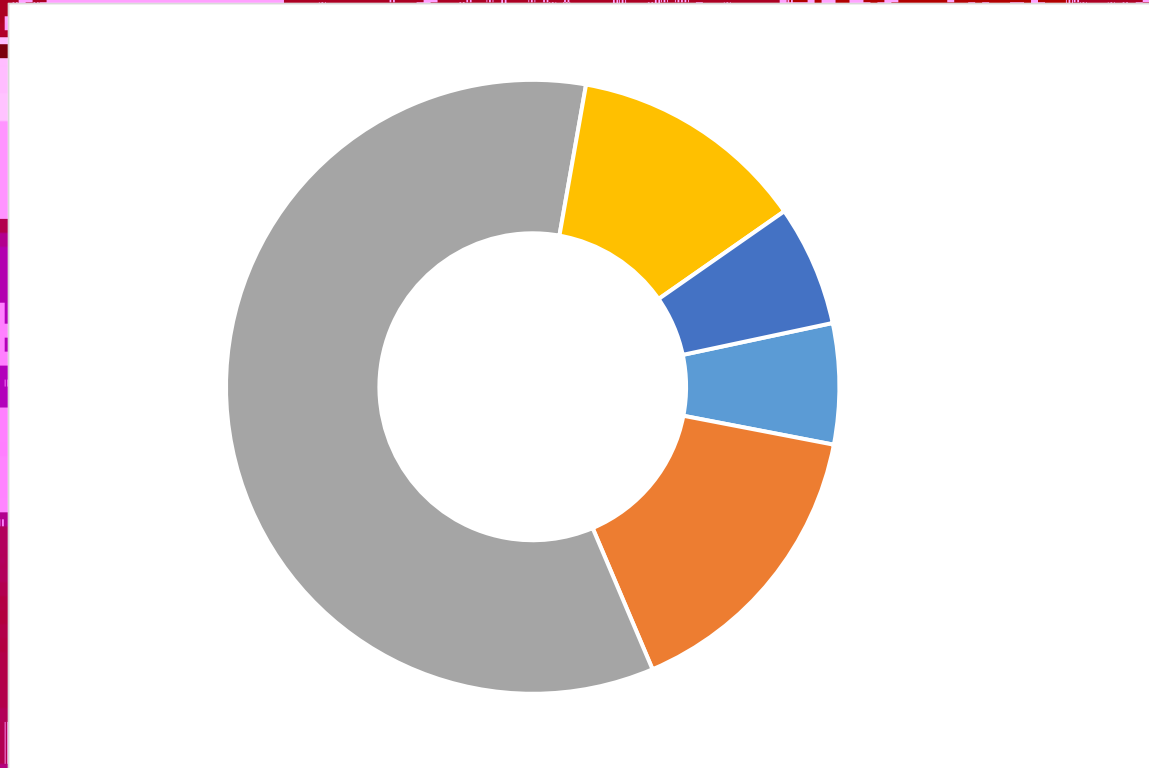


D-Designated Enrollment

College and Career Access
Pathways Act (CCAPA)/MOU

Enrolment by Student Type

2020



D-designated comprise ___ of total enrollments



Designated Land Management Areas





Designated Populations Enrollment



Students mostly Latinx + Asian + White



Designated Communities





Enrollment Agreements

Spring 2019

571

990

97%

Spring 2020

723

1,033

1.4 vs. 1.7

ENROLLMENT MEANS: Headcount increase but lower overall enr for each student





Spring 2019 to Spring 2020





General HS Admit Success Goals

Spring 2019 to Spring 2020

Year	Admission Rate
2019	85%
2020	85%



General HS Admit Success Goals

Spring 2019 to Spring 2020

BUT COUNTS MATTER

African American

26 pass/33 enr TO 8 pass/14 enr

Latinx

208 pass/223 enr

110 pass/118 enr

Filipinx

30 pass/32 enr

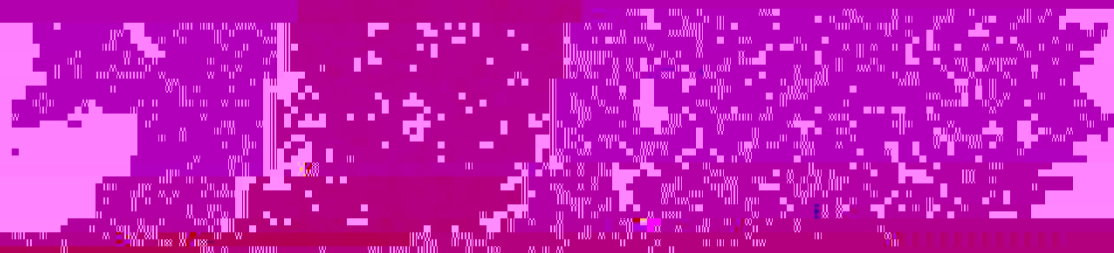
19 pass/19 enr

WHAT THIS MEANS





Home College



Home College





College of Arts & Sciences

56 54

SPRING 2020

2

5

Enrollment: Mainly White + Asian (82%)



The College of Business

BUT COUNTS MATTER

172



White College-Going Populations

5%

(N=9)

14%

(N=14)

WHAT THIS MEANS Majority are White students
(S19: 6; S20: 7)



Agenda

- 1. Introduction
- 2. Overview of the Project
- 3. Key Findings
- 4. Recommendations
- 5. Conclusion



GET HOW SUPPORT

24-26

SPRING 2020

African American

Latinx

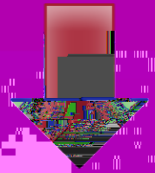
Native American

Pacific Islander (N=4)

WHAT THIS MEANS *Mainly White + Asian (79%) Enr*



GET NOW COLLEGE CREDITS



BUT COUNTS MATTER

69

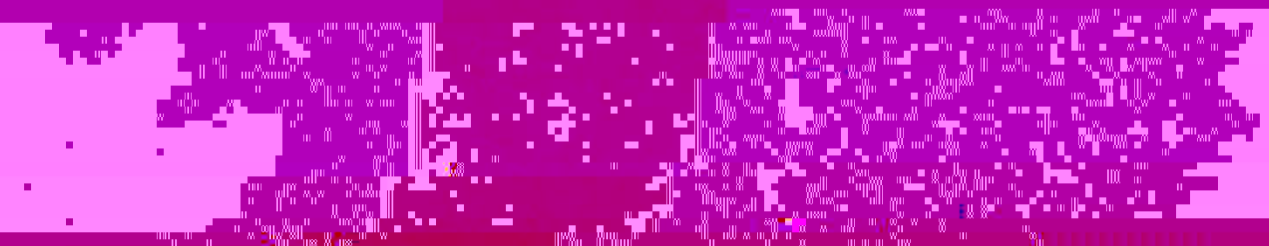
66

THIS MEANS: Higher enr in ENGL, MATH, ECON



Age Now Value Mandates

6% 170%



No disproportionate impact due to very small counts





Admissions & Records: Application to Enr. Yield Rate

WHAT THIS MEANS: ~6% fewer (first time/returning) African Americans enroll in same term of application compared to all other ethnicities (n=~99)



Financial Aid-FAFSA Application Rate

(8% of FAFSA apps)



(5%-4% of total enr)

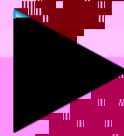
-74

-872

WHAT THIS MEANS: No disproportionate impact among completion rate based on rate calculation (note overall decline in applicants and enr among all students)



Disability Resource Center Intake Rate



(6% of total intake)

2019-20

78

1,127

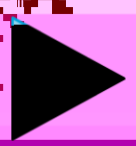
WHAT THIS MEANS: No disproportionate impact among intake rate based on race calculation (rate remained steady despite overall enr decline among all students including African Americans)



Counseling Visits

African Americans

All Others



1.9

1.9



38%

27%



25%

20%

WHAT THIS MEANS: No disproportionate impact among visit rates; quality of visit is not addressed in these data



12345 El Monte Road

