

Foothill College State of the College/Self Study-DRAFT

Foothill College Trends and Key Planning Indicators

The college's planning efforts rely on an understanding of key variables affecting Foothill College and its ability to serve students. Important demographics of Foothill's student population include:

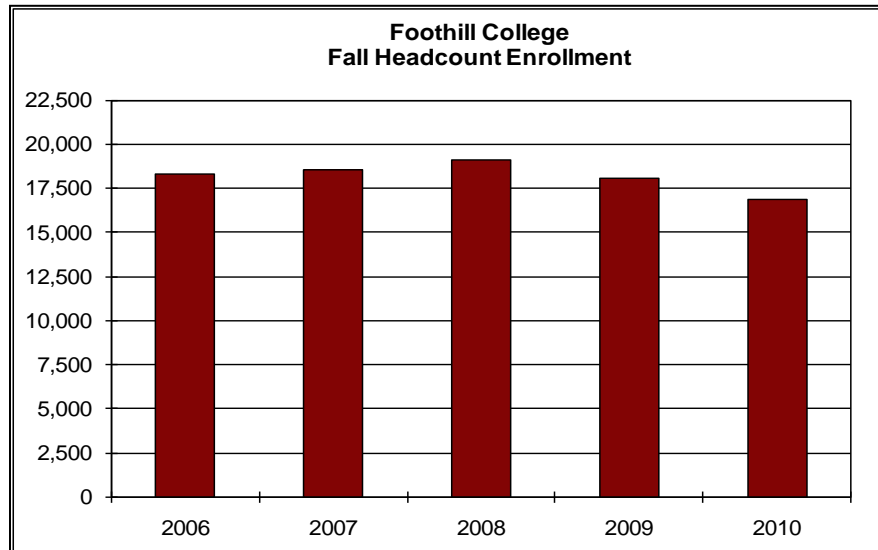
Key Student Characteristics, Fall 2010 (Source: <http://www.research.fhda.edu>

- x Students from Foothill De Anza Community College District's

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Fall headcount enrollment decreased 6% from 2009 to 2010 (18,036 to 16,898) (Figure 1).

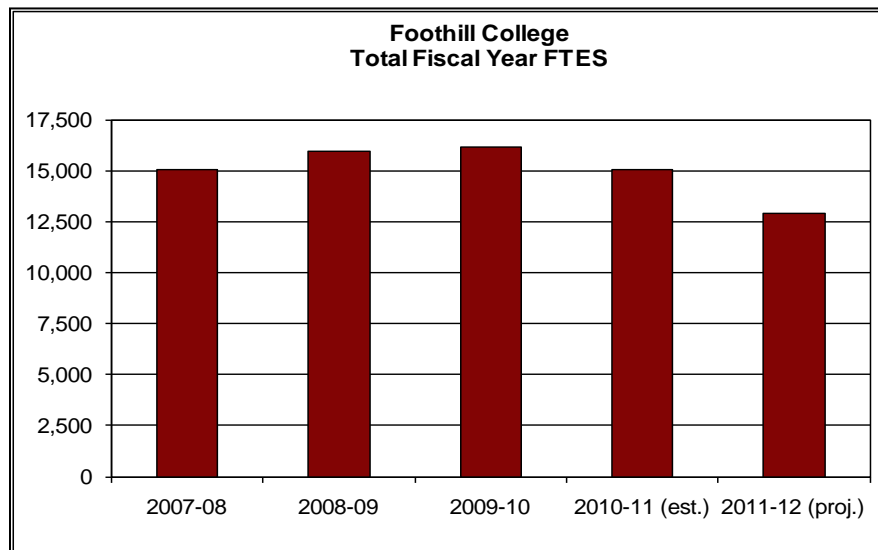
Figure 1



Source: FHDA IR&P

Full-time equivalent student (FTES) enrollment increased 1% from 2008 and 2009 to 2010. The 2010-2011 FTES is estimated to decline by almost 7% (Figure 2). This figure is in line with recent budget cuts and reflects the fact that the institution was over cap the previous year. 2011-12 FTES is projected to decline by another 14%, given an anticipated workload reduction and additional budget cuts.

Figure 2

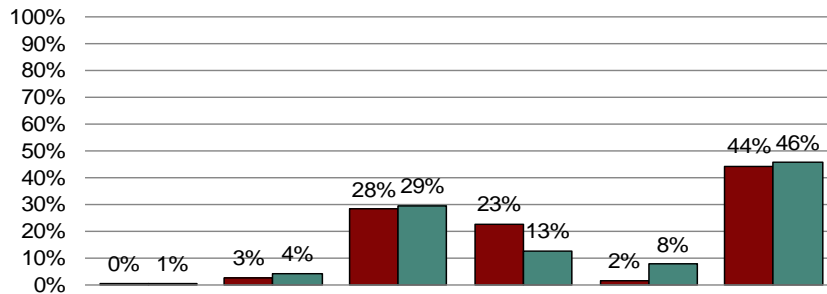


Source: FHDA IR&P and C&S Reports, P-1 Report, 2011-12 District Budget Update

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In 2010, Foothill's student population reflected Santa Clara County's diversity (Figure 5). About one-third of both populations were of Asian, Filipino, or Pacific Islander descent (29% at Foothill compared to 28% for Santa Clara County). Hispanic population, composing 23% of the county, was underrepresented at Foothill (13%). The Multi-Ethnic category represented 8% of Foothill students but only 2% of the county.

Figure 5



Source: FHDA IR&P and CA Department of Finance

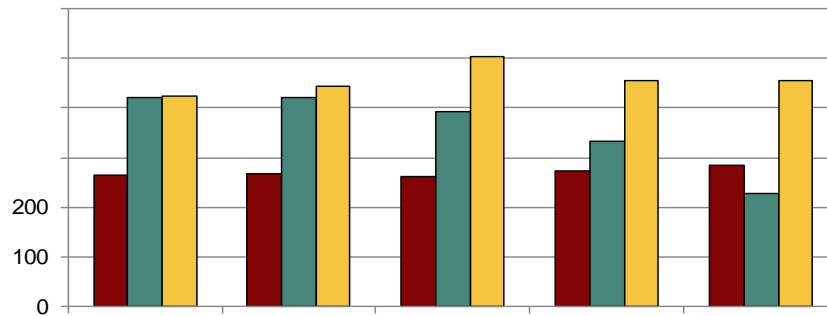
Foothill attracted 3.7% of all Santa Clara County students graduating from a public high school in 2009 and it was estimated that the 2010 figure will be comparable (Figure 6).

Figure 6

Source: FHDA IR&P and the CA Department of Education

About 1,000 Foothill students transferred to a four-year institution in 2009-2010 (Figure 9). While the number of students transferring to the CSU system has declined the last five years, student transferring to the UC system remained relatively constant. The 2009-2010 transfer rate to an in-state private or out-of-state institution is an estimate based on the over 400 students who transferred outside the UC and CSU systems in 2009.

Figure 9



Source: CCCC Report, CPEC, CSU

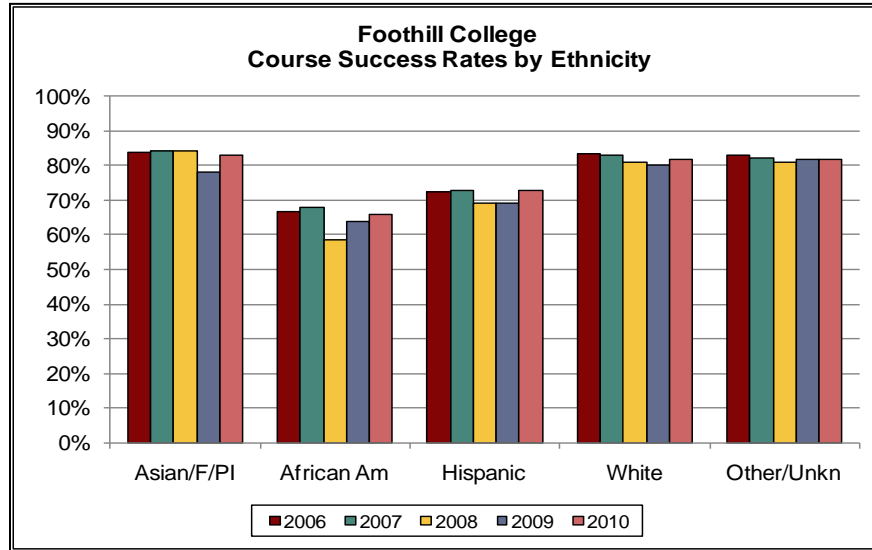
Foothill course success (79.7%) and retention (92.3%) rates for Fall 2010 is an increase from the previous year (Figure 10). Both rates should remain higher than the estimated state average for 2010.

Figure 10

Source: FHDA IR&P and CCCC Data Mart

Asian and White students continue to have higher course success rates than African Americans and Hispanics (Figure 1)

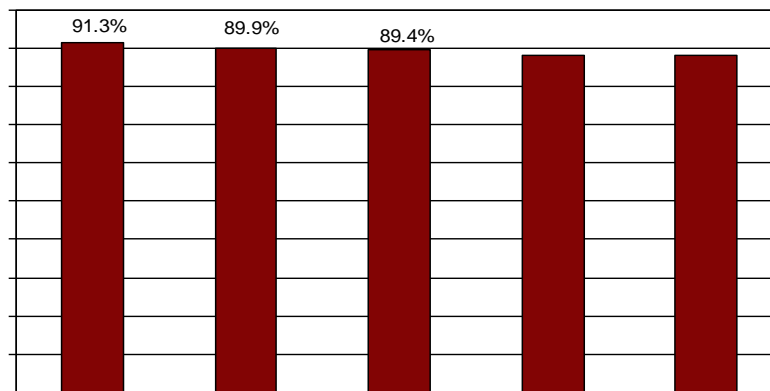
Figure 1



Source: FHDA IR&P

The percentage of Foothill students demonstrating success in vocational courses remained comparable to 2009 at 87.9%, continuing to rank higher than Foothill's statewide peer group, which averaged 75.7% (Figure 2).

Figure 2



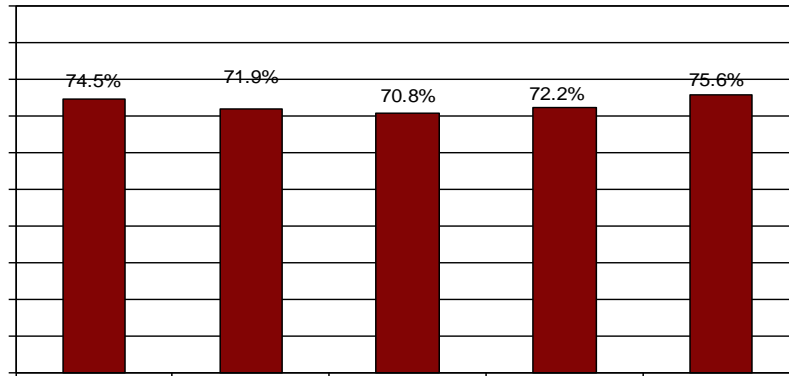
Source: ARCC 2011 Report

The basic skills course success rate reached a five year low in 2009 with a success rate of 80.7%, compared to a five year high in 2006 with a success rate of 87.1%. Although 80.7% was a five year low for Foothill, it was the highest score in Foothill's statewide peer group, which averaged 64.4% (Figure 3).

Figure 3

The Fall to Fall persistence rate of first-time Foothill students (new college students as well as students who may have previously attended another college) increased by 3.4 percentage points from Fall 2007 (n=942) to Fall 2008 (n=948) (Figure 5).

Figure 5



Source: ARCC 2011 Report

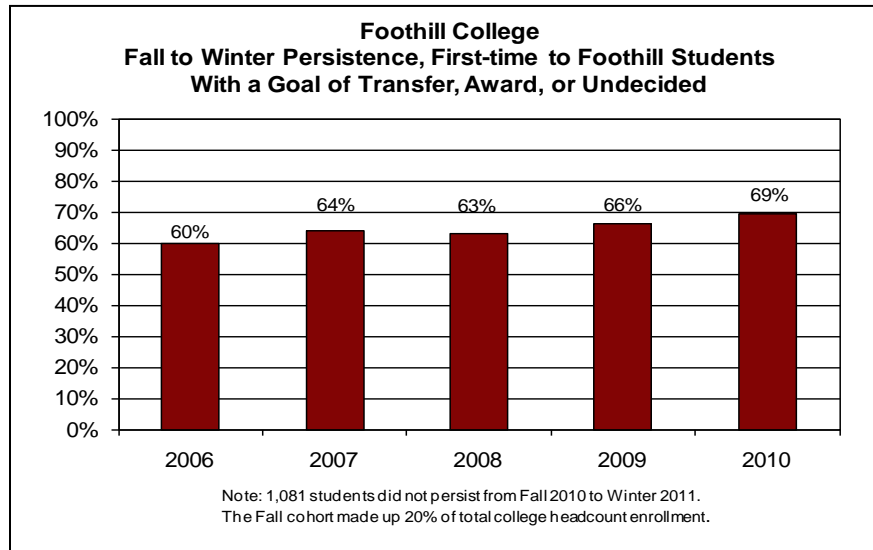
As depicted in Figure 6, the Fall to Fall persistence rate of first-time Foothill students by ethnicity has been over 60% over the past five years in each group. The Asian cohort experienced a nine percentage point increase in persistence from 75% from Fall 2007 to 84% from Fall 2008 to Fall 2009.

Figure 6

Source: ARCC 2011 Report

The Fall to Winter persistence rate of first-time Foothill students (new college students as well as students who may have previously attended another college) increased by three percentage points from 66% from Fall 2009-Winter 2010 to 69% from Fall 2010-Winter 2011 (Figure 7).

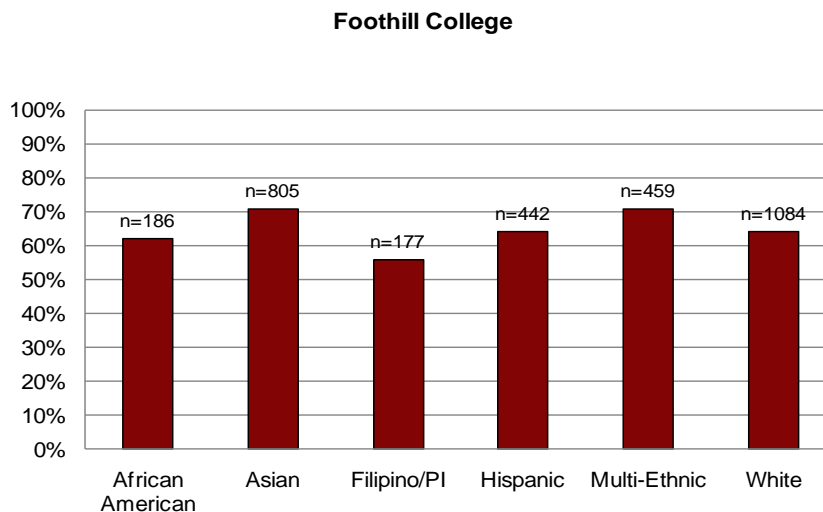
Figure 17



Source: FHDA IR&P

Figure 8 depicts the 2010 Fall to 2011 Winter persistence of first-time Foothill students by ethnicity. Asian and Multi-Ethnic students have higher persistence than other groups.

Figure 8



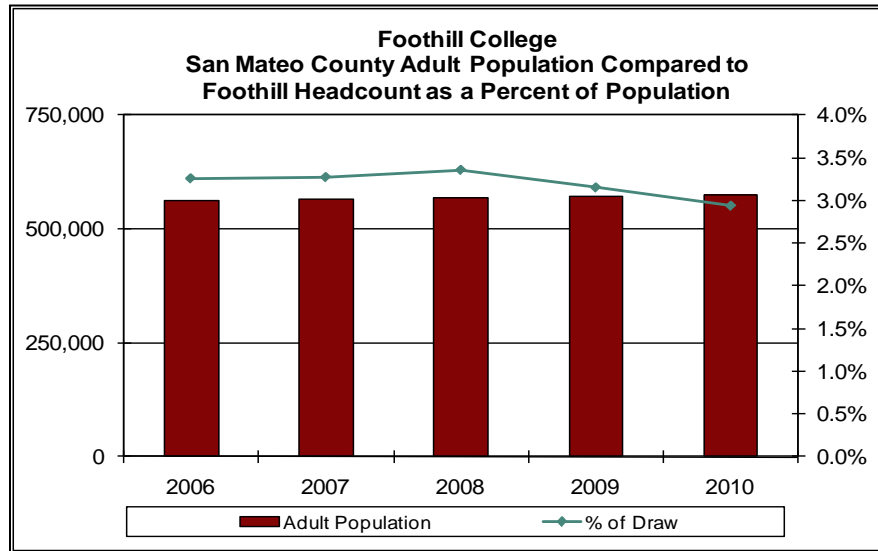
Source: FHDA IR&P

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The numbers of Foothill administrators, faculty, and classified professional staff remained relatively stable over the past five years (Figure 19). Out of 369 total employees, there was an increase in fulltime faculty.

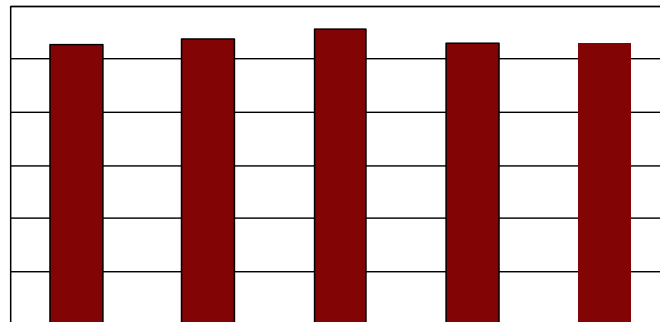
Appendices

Appendix 1:



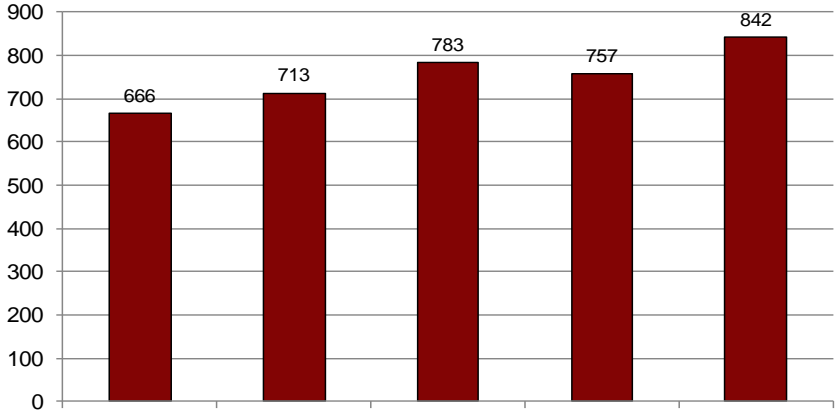
Source FHDA IR&P and CA Department of Finance

Appendix 2:



Source FHDA IR&P and CA Department of Education

Appendix 3:



SourceFHDA IR&P

Appendix 4:

SourceFHDA IR&P

Appendix 5a:

**Foothill College
2008-**

