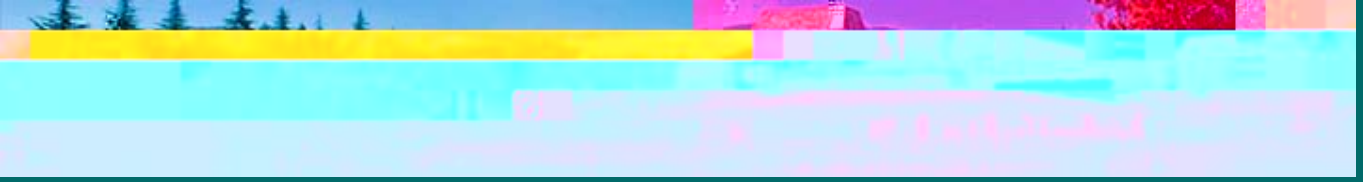

Who are Foothill Students?

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

December 5, 2012
PaRC Presentation

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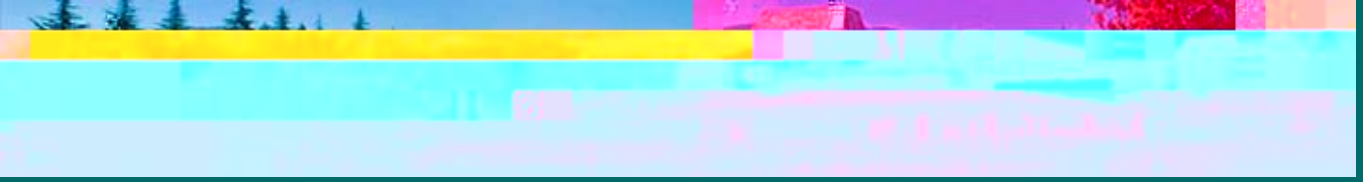
E. Kuo
Foothill IR&P



Background

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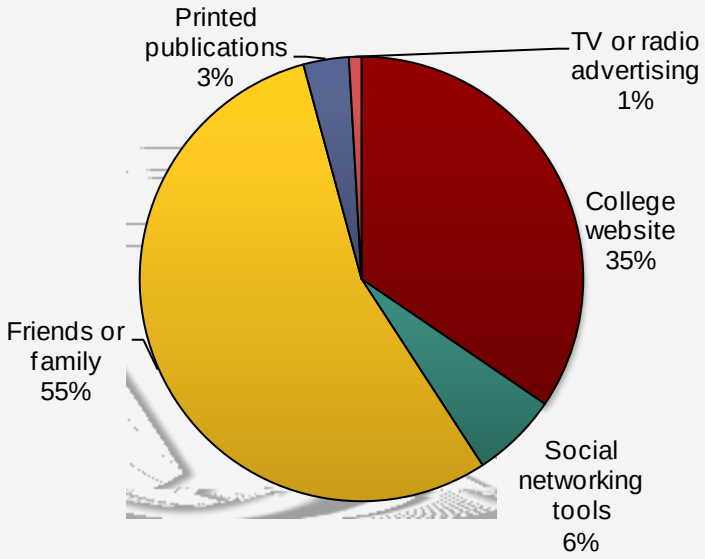
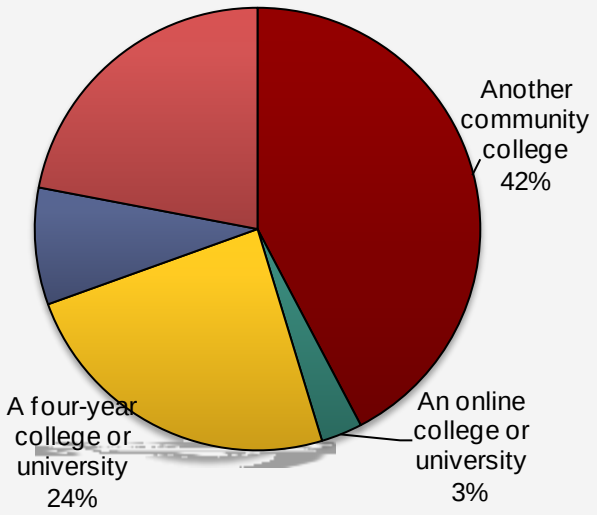
Choosing Foothill

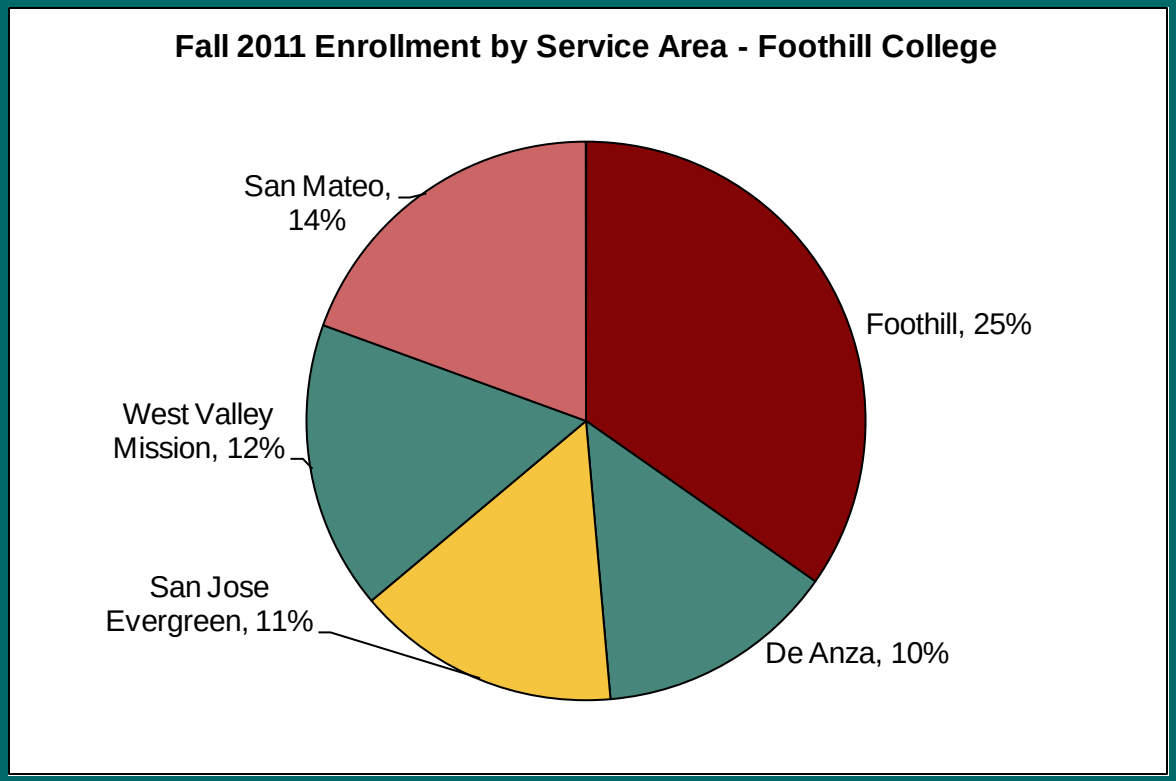




Source: FHDA IR&P, CCSSE 2012

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.

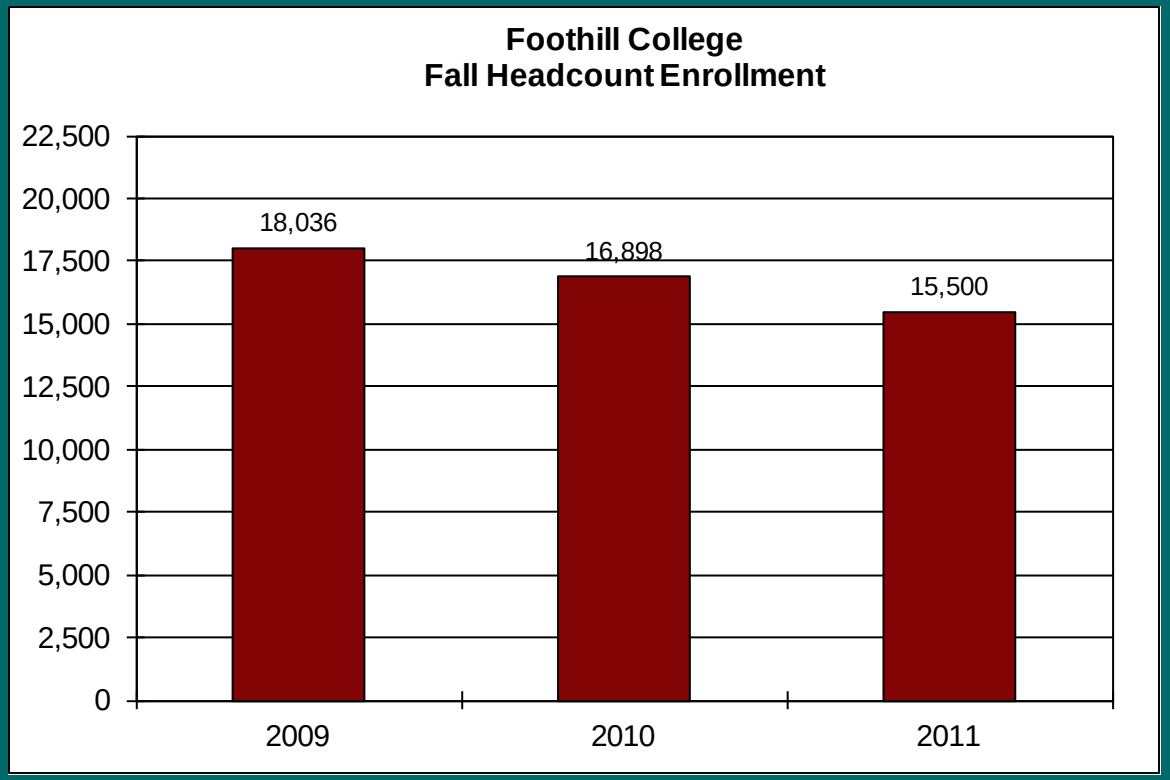
Where do our students live?



Source: FHDA IR&P

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

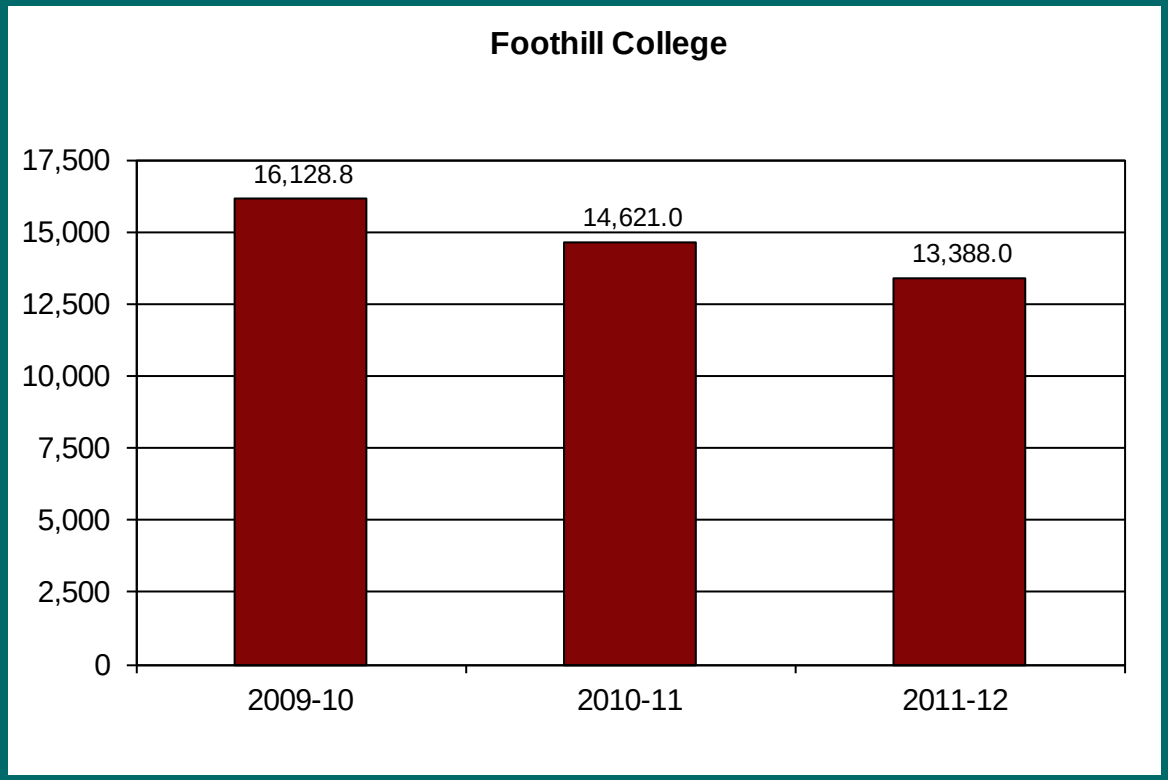
What are our enrollment trends?



Source: FHDA IR&P

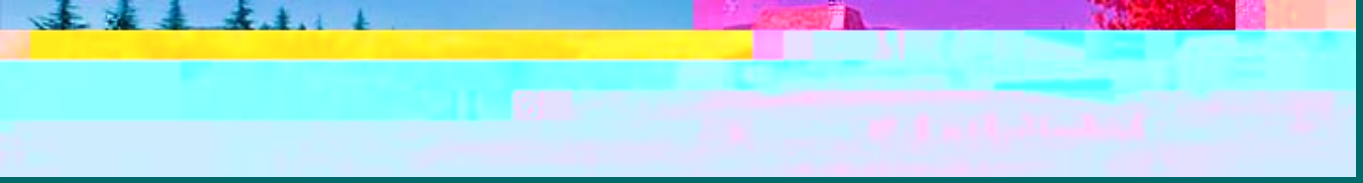
Enrollment has been on a declining trend over the past three years.

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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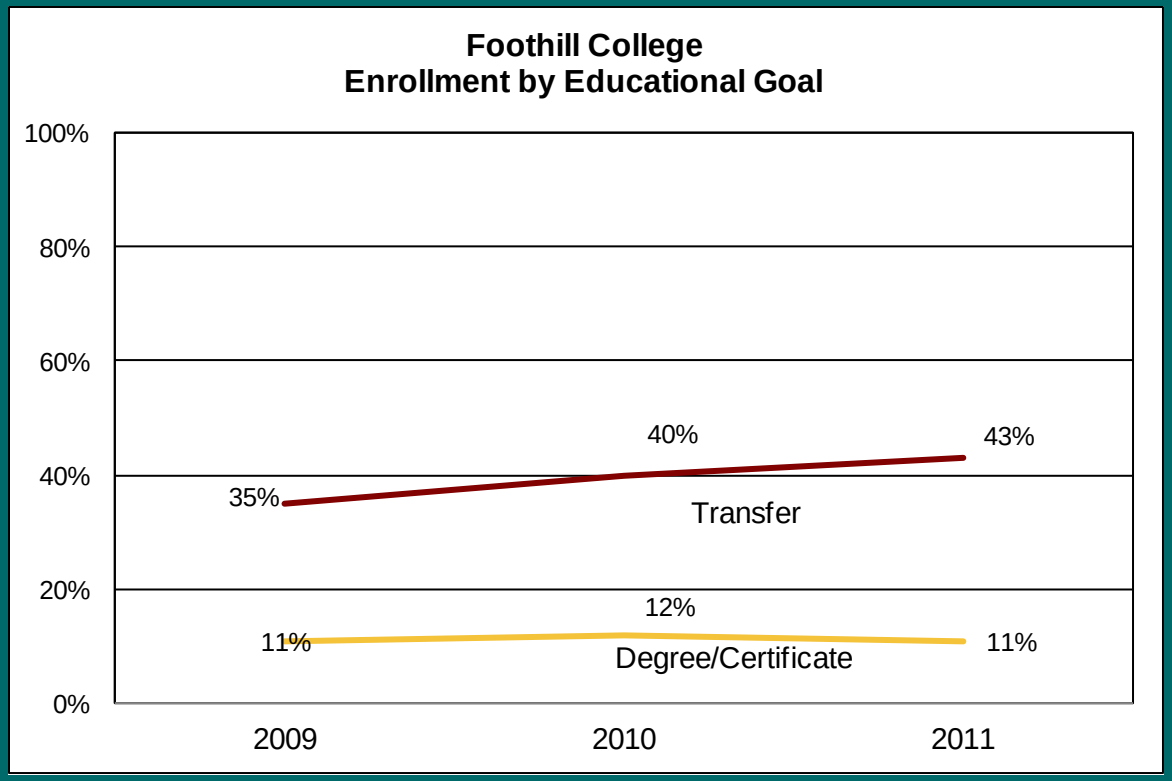
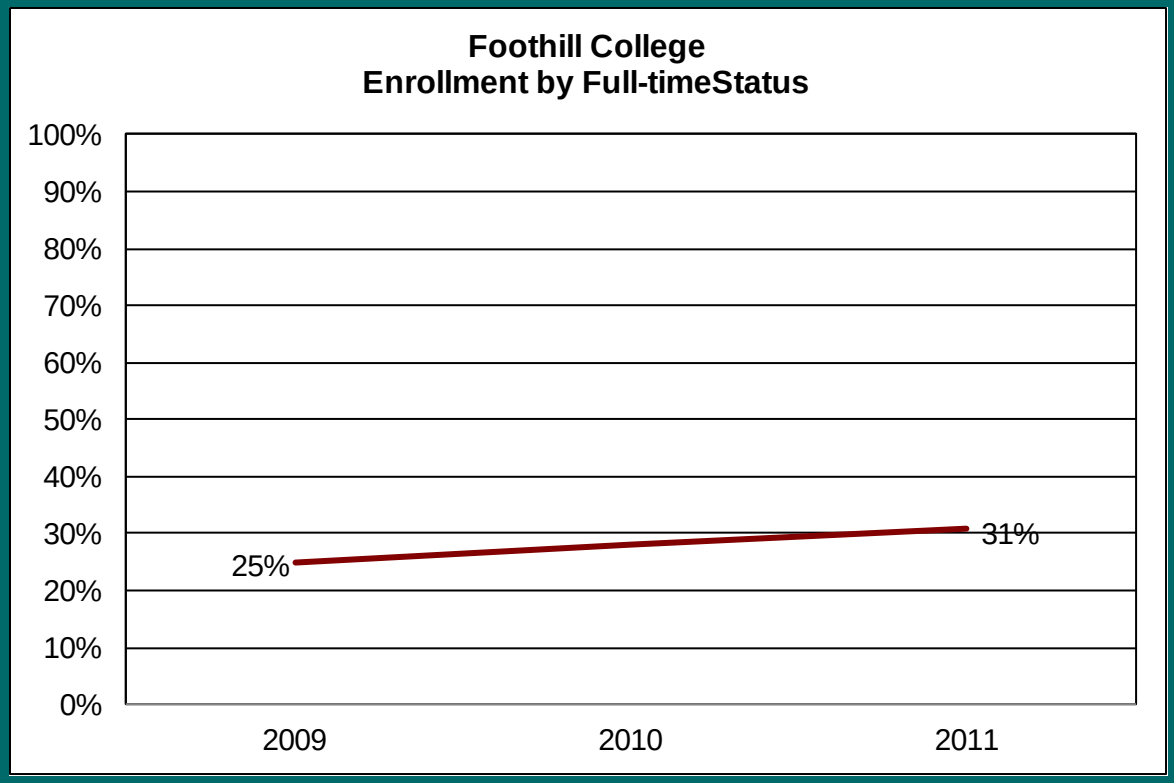
Why are students at Foothill?



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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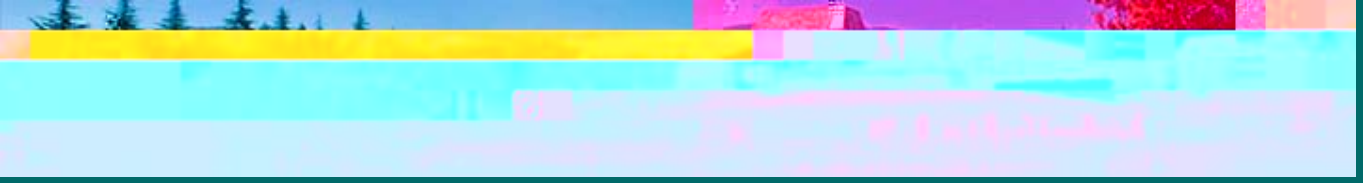
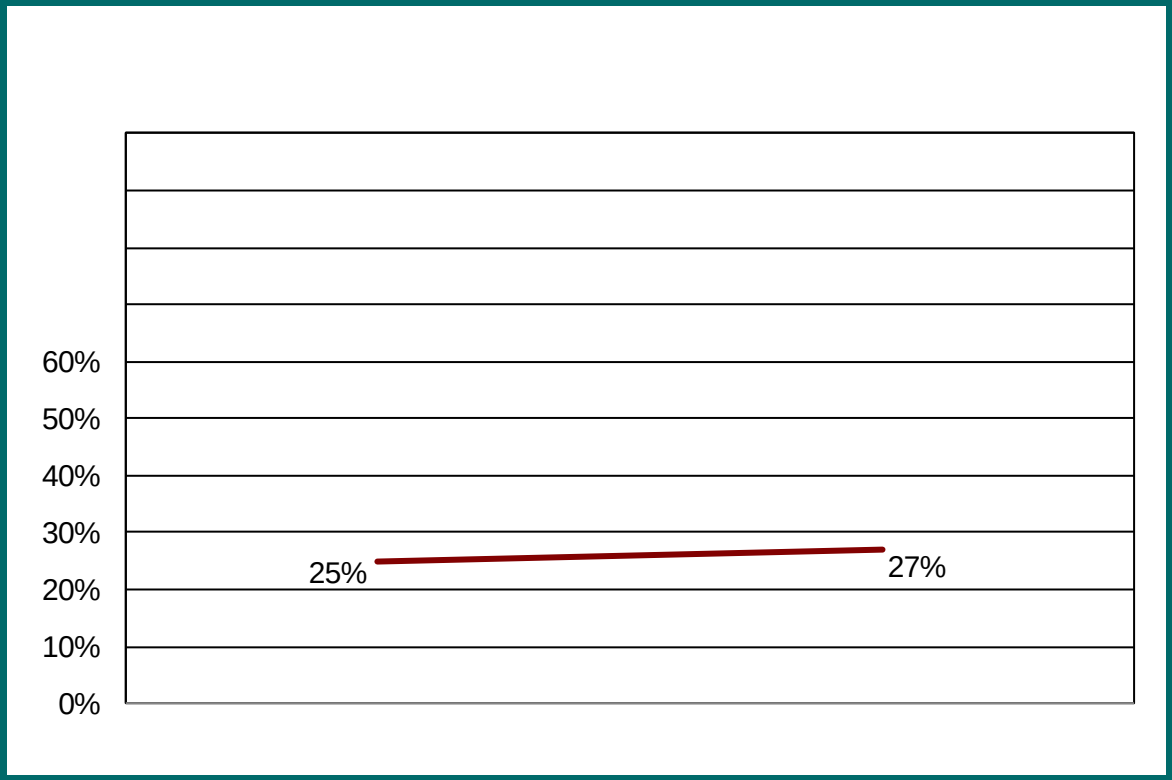


Educational Background



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

Source: CCCApply

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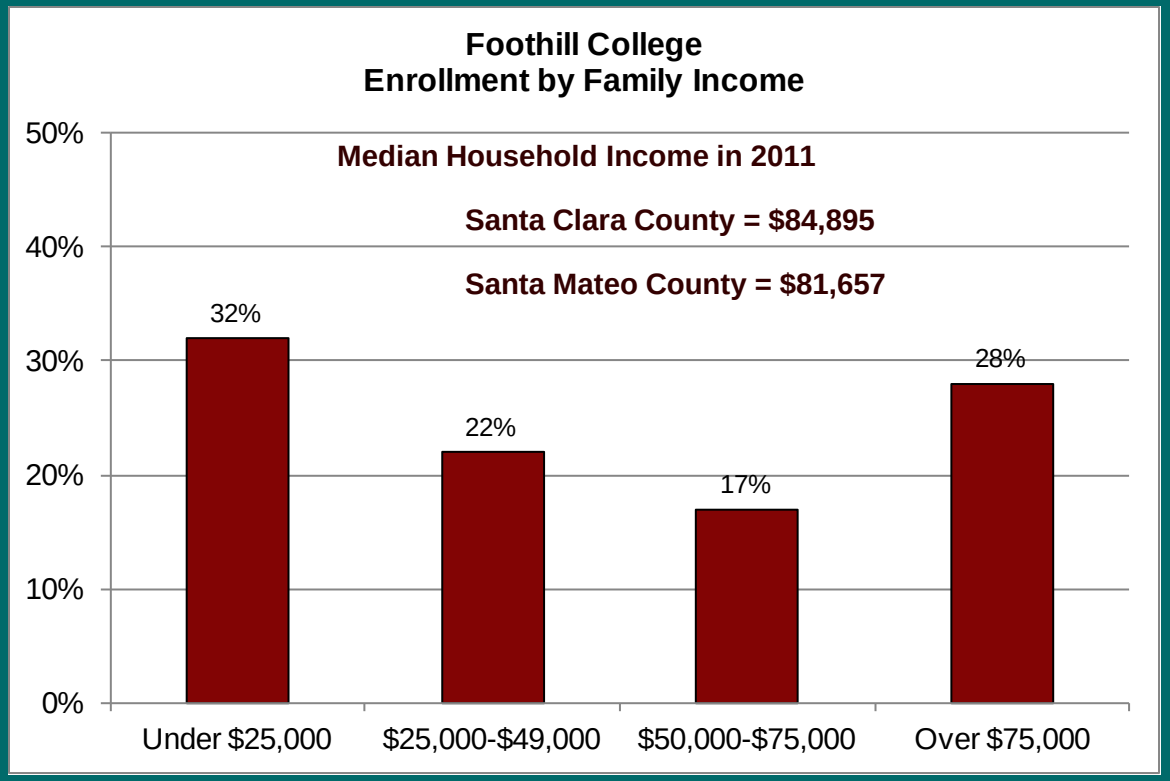
Family Income

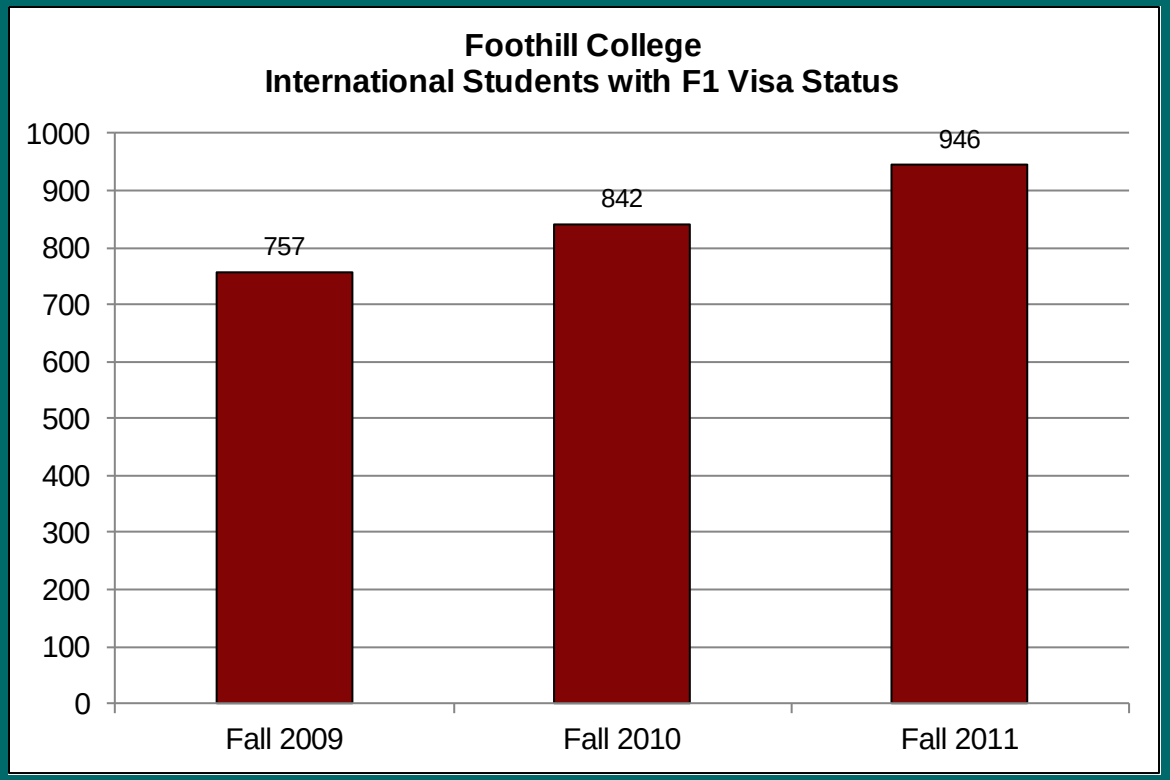


Foothill=12,411 from supplemental question family income, students who applied from Winter 2011 onward, and enrolled in Fall 2011.

Source: CCCApply

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

International Student Trend

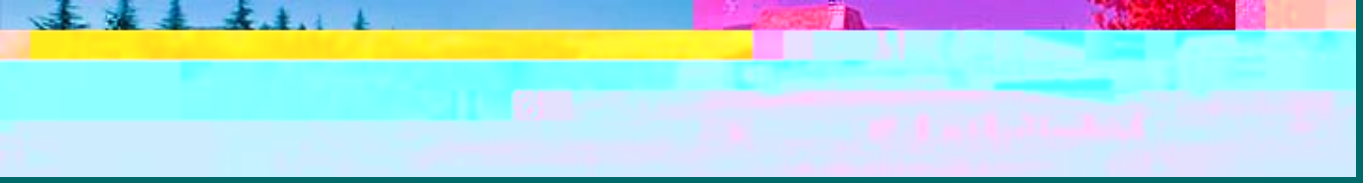


Source: FHDA IR&P

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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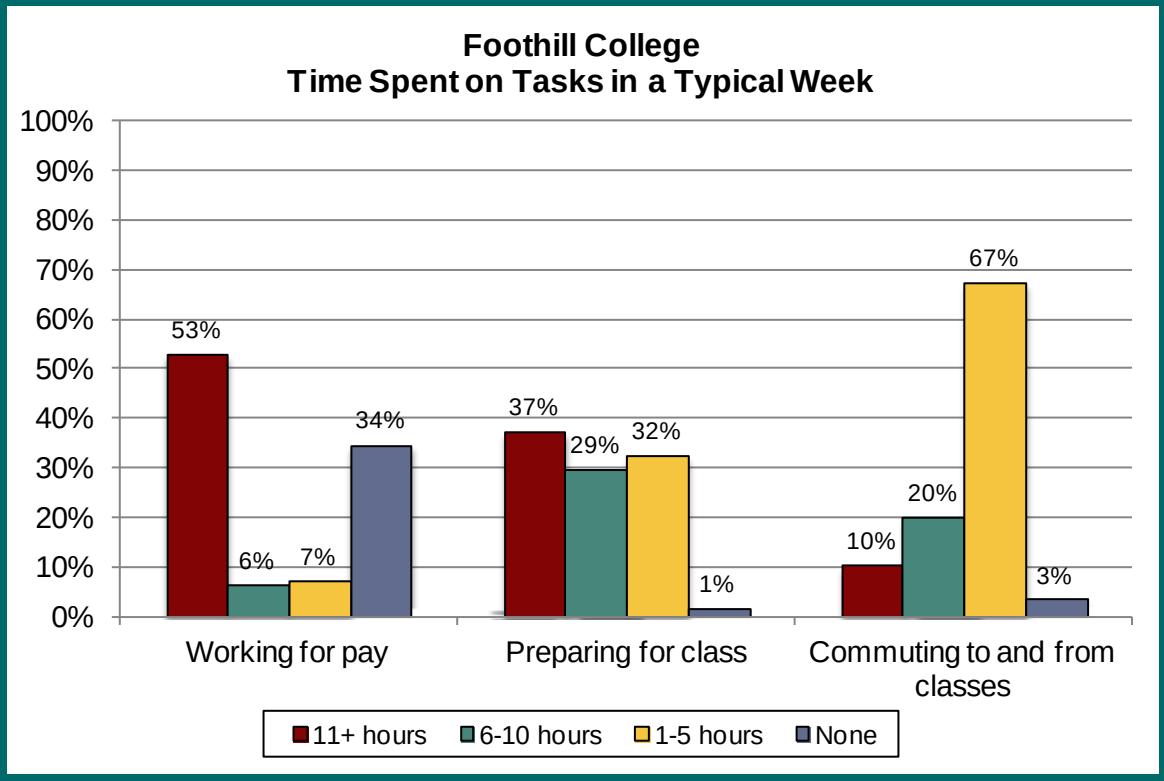
How do our students spend their time?

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

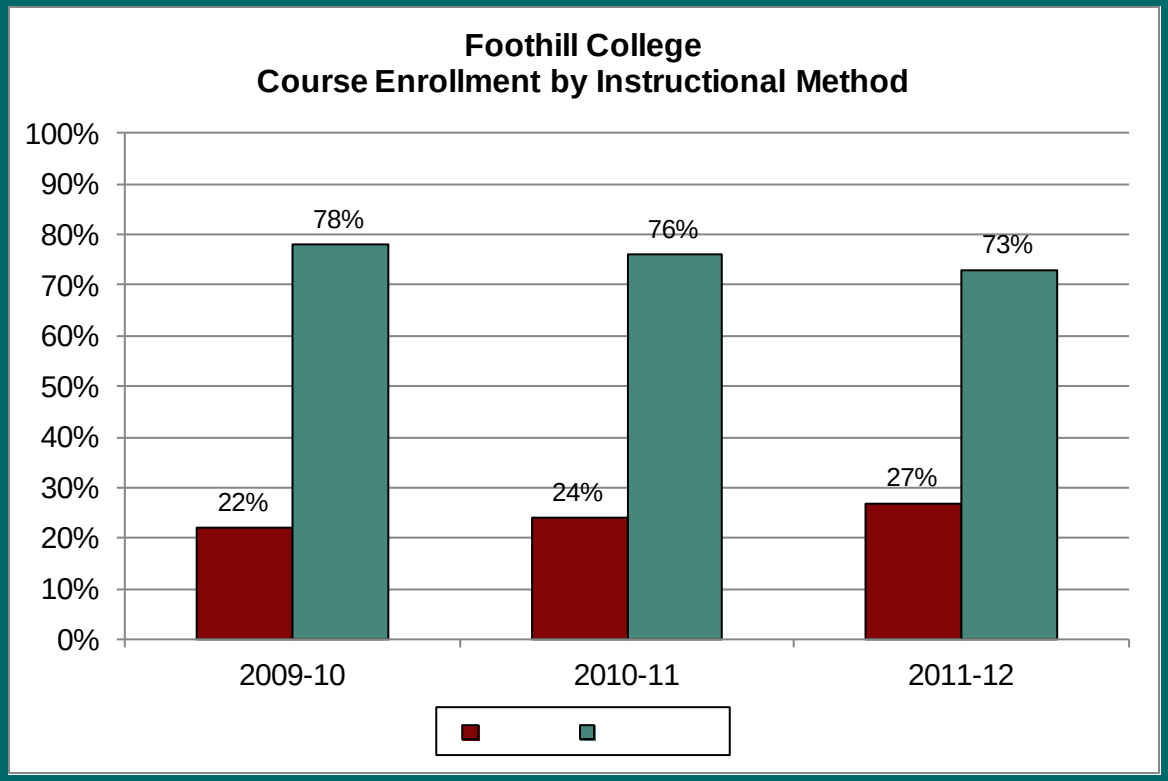
About one-third of students do not work while over half work over 11 hours a week (53%). Most students live fairly close to campus, spending only 1-5 hours commuting.

Institutional Learning Outcomes

Institutional Learning Outcomes				
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

Source: FHDA IR&P, CCSSE 2012

What type of courses do students take?

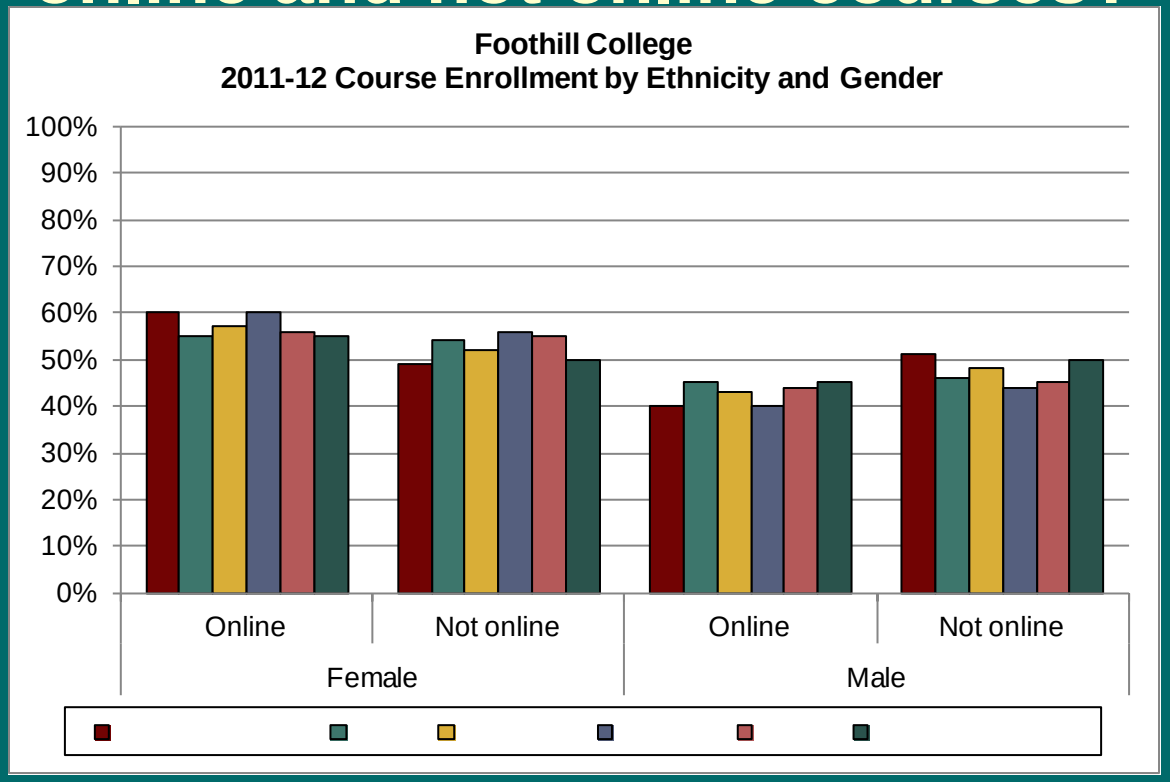


2009-10=32,276; 2010-11=31,232; 2011-12=30,793.

Source: FHDA IR&P

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

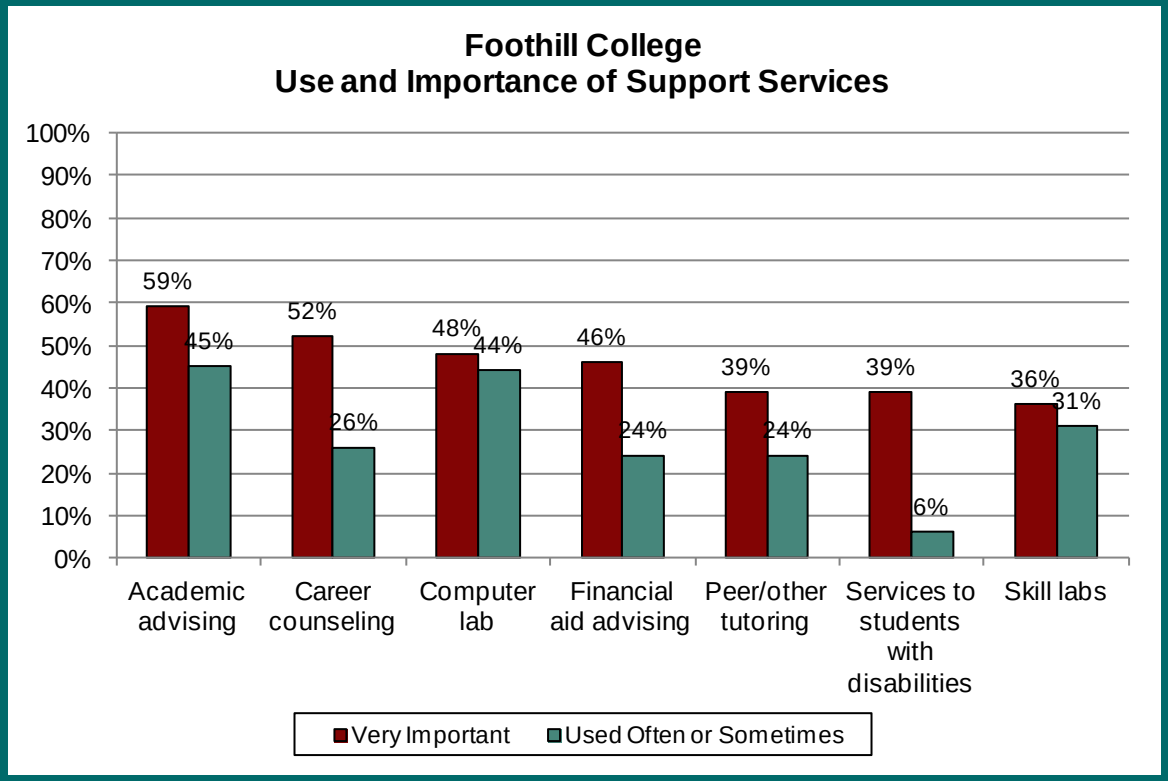
Which students enroll in online and not online courses?



Source: FHDA IR&P

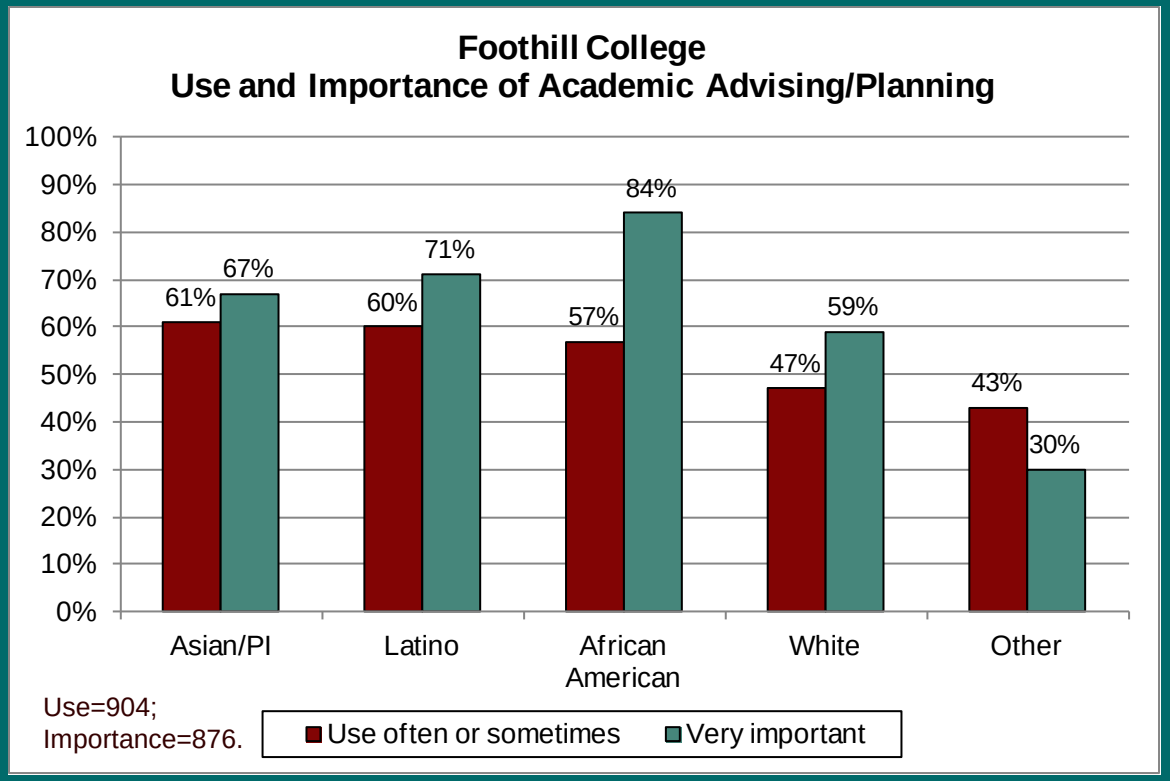
African American and Latina women enroll in online courses at a higher percentage rate when compared to their peers.

Role of Support Services



Source: FHDA IR&P, CCSSE 2012

Role of Academic Advising



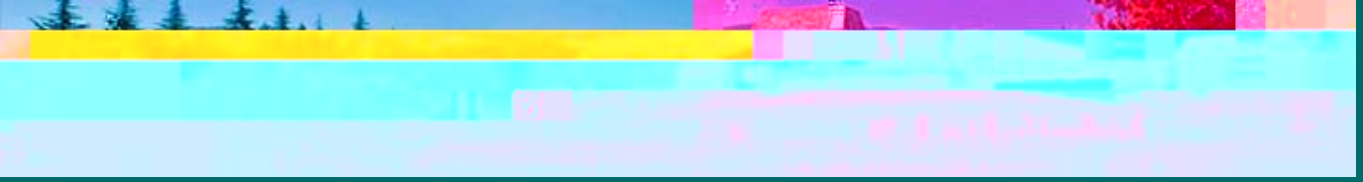
Source: FHDA IR&P, CCSSE 2012

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?

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?

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

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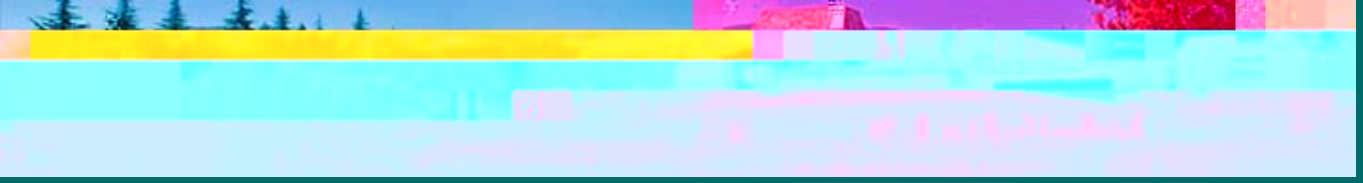

Student Outcomes

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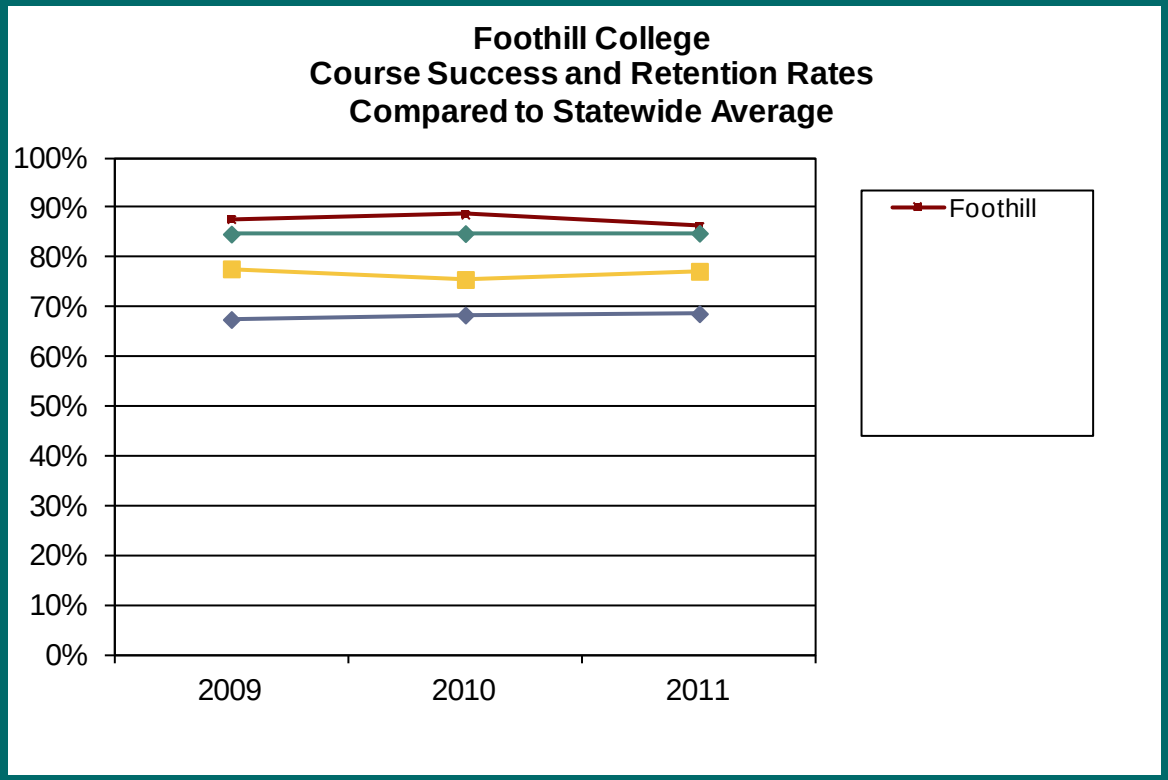
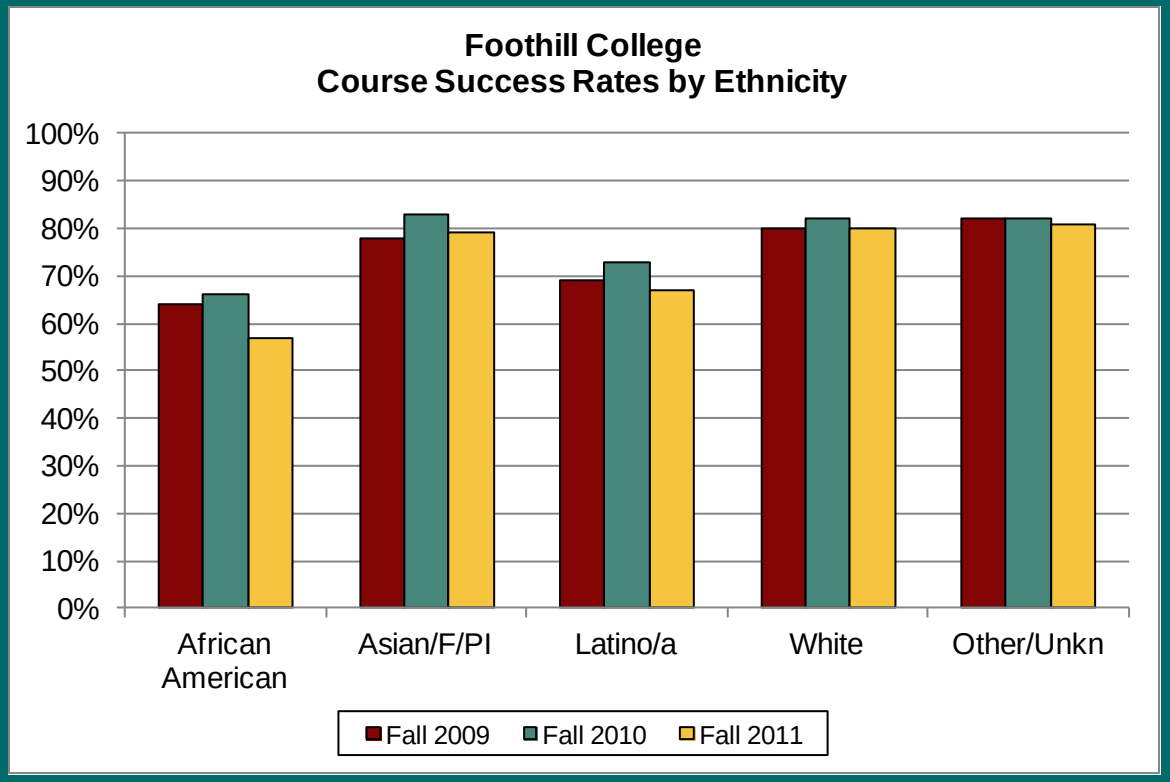
Course Success and Retention Comparison



Source: CCCCO Datamart

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

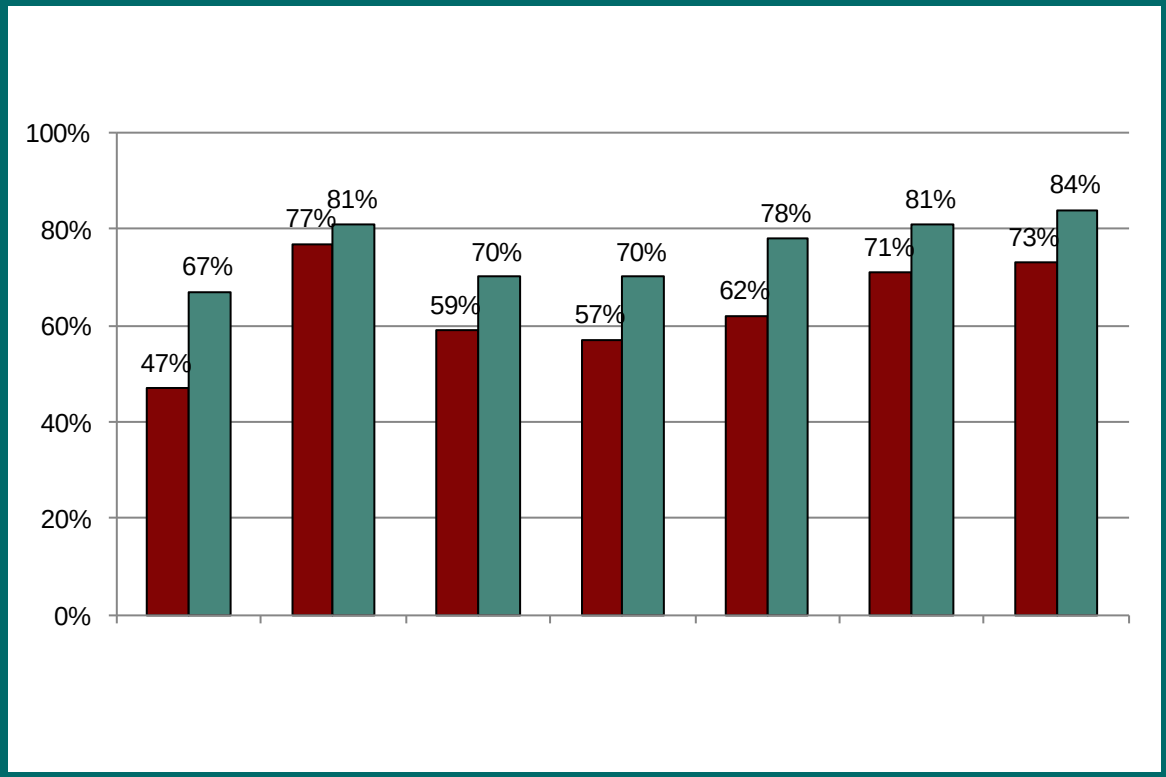
How do course success rates compare by ethnicity?



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.

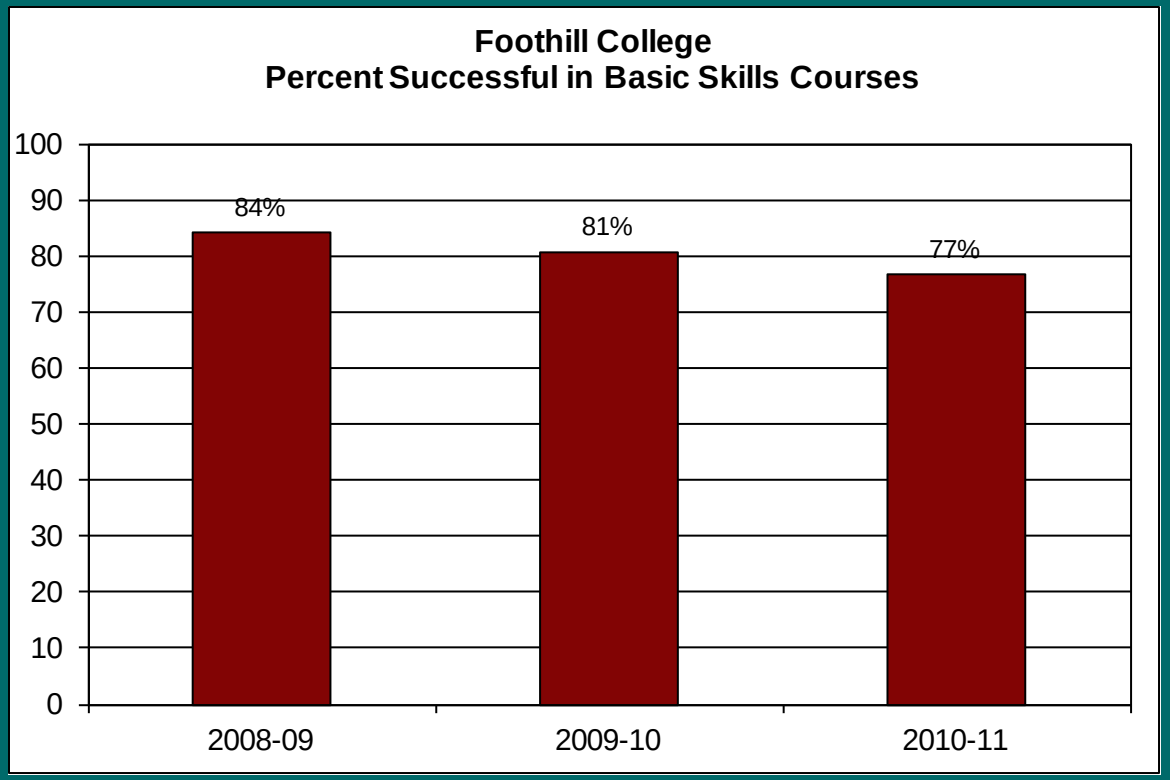
Comparing Online and Not Online Course Success



Source: FHDA IR&P

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

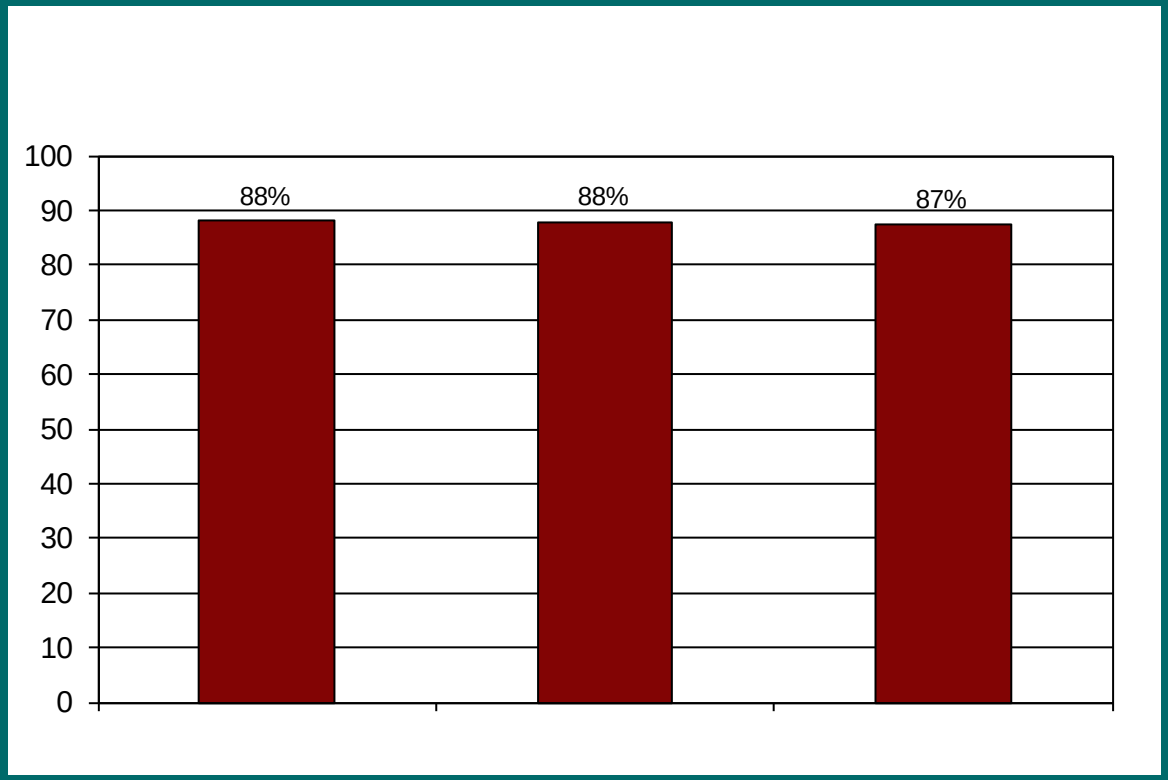
Basic Skills Course Success



Source: ARCC 2012

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

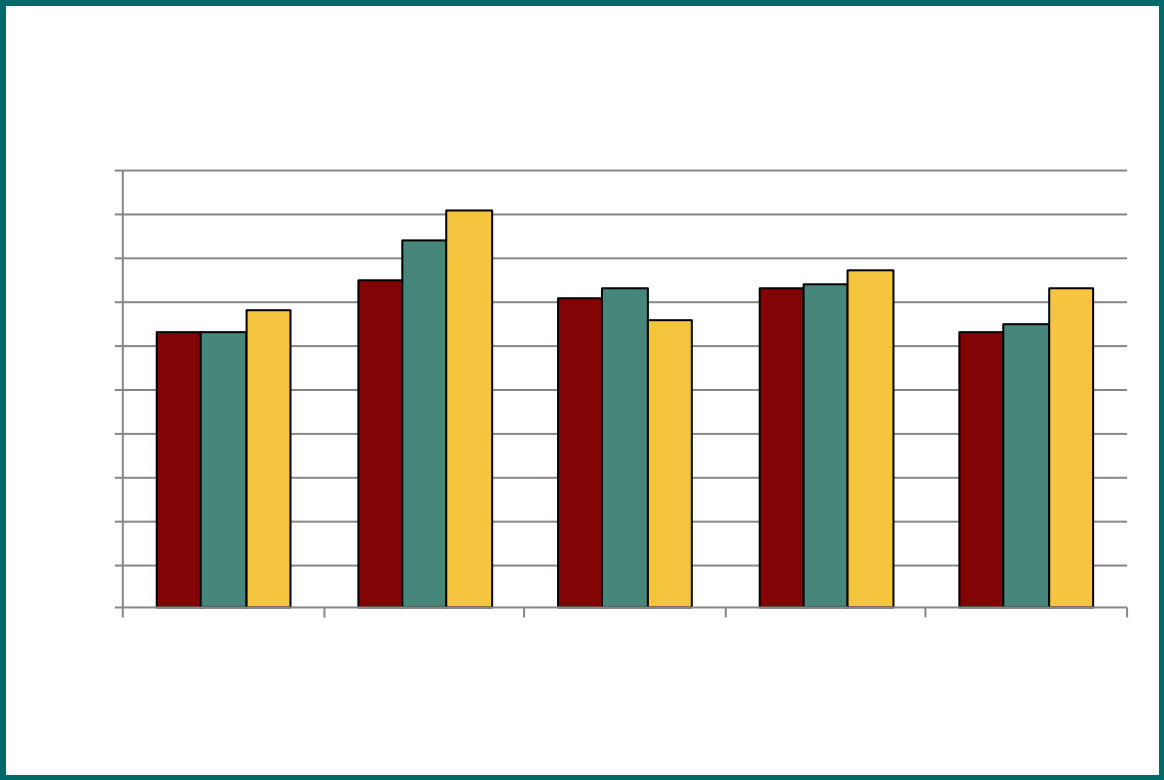
Vocational Course Success



Source: ARCC 2012

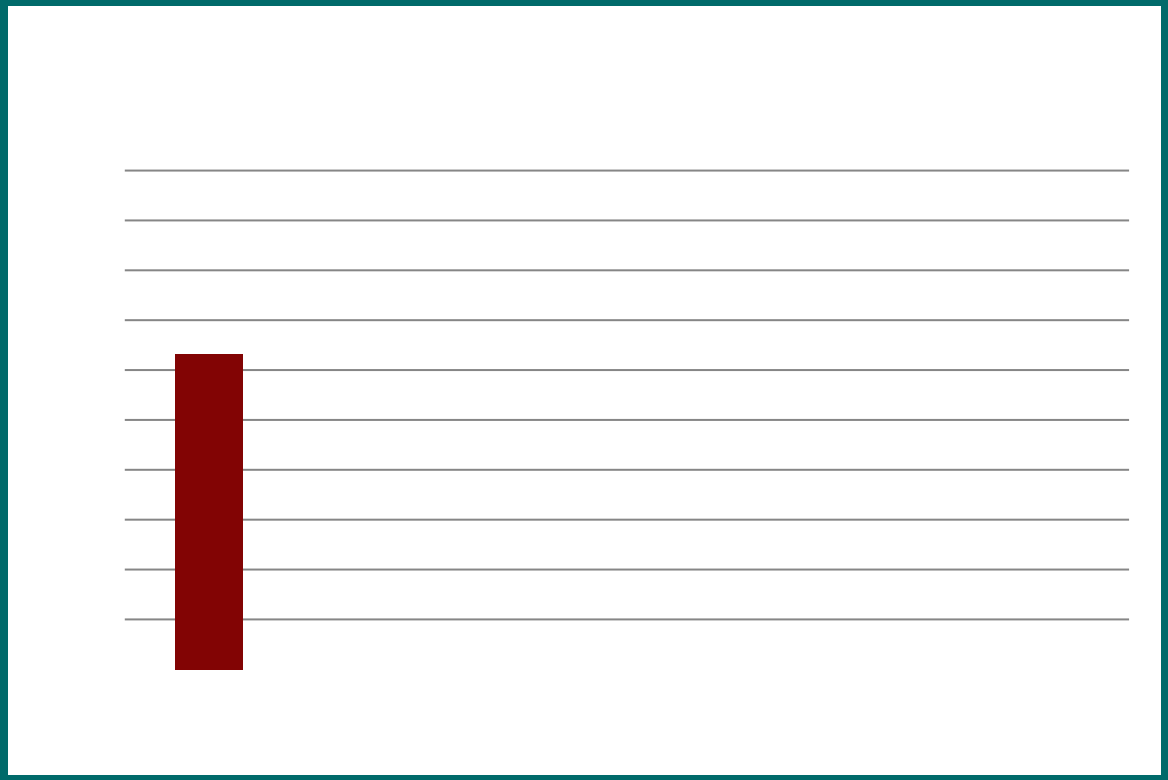
All students, regardless of ethnicity, appear to experience success at a lower rate in online courses.

Are our students persisting?



Source: ARCC 2012

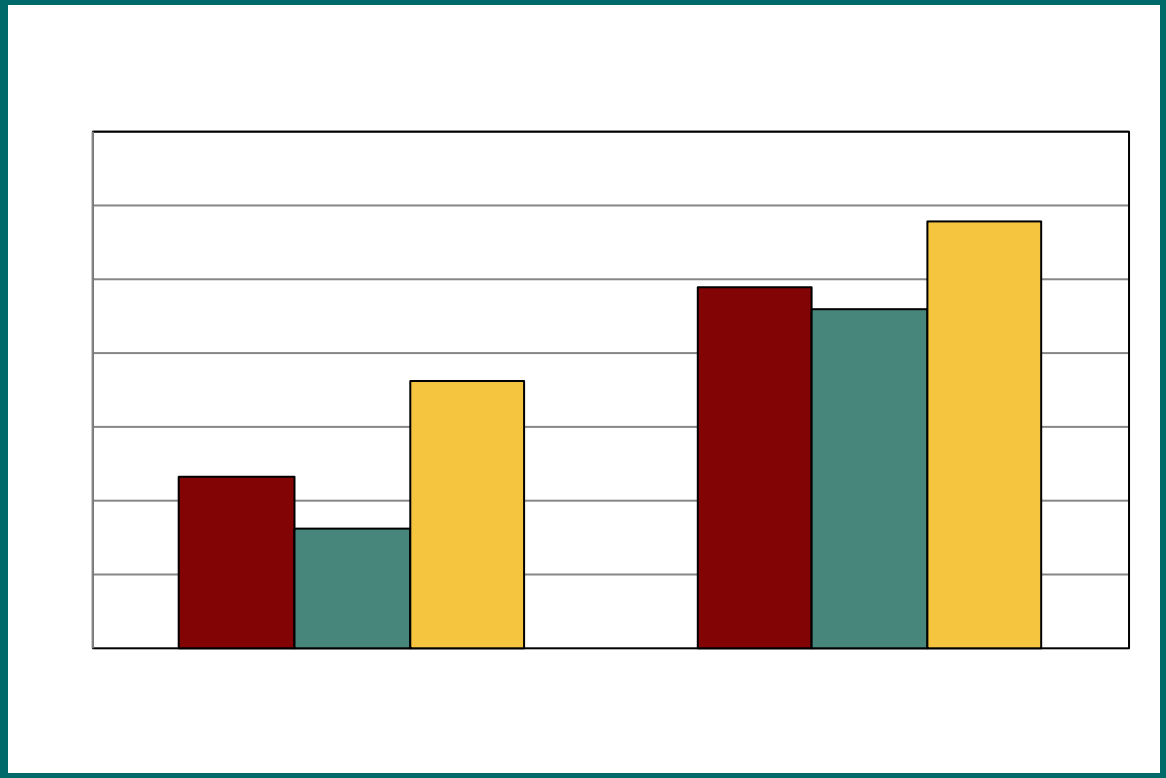
Are our students persisting?



Source: FHDA IR&P

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

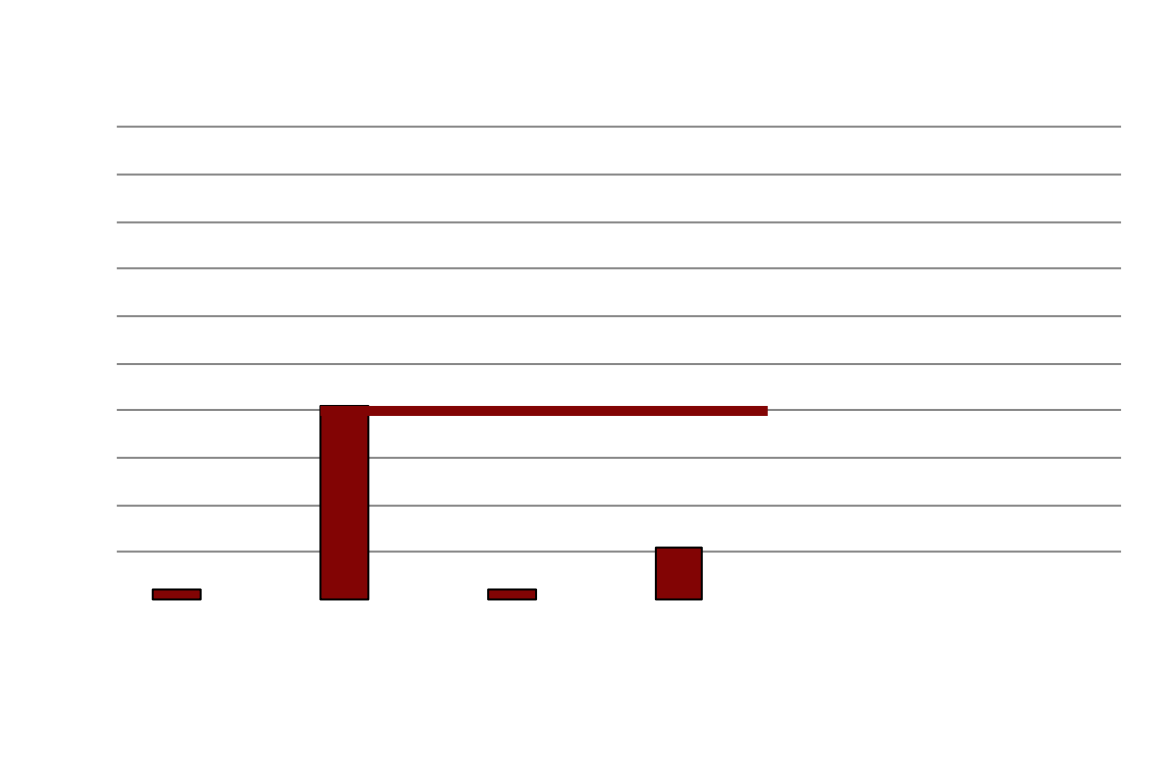
How many students graduate?



Source: FHDA IR&P

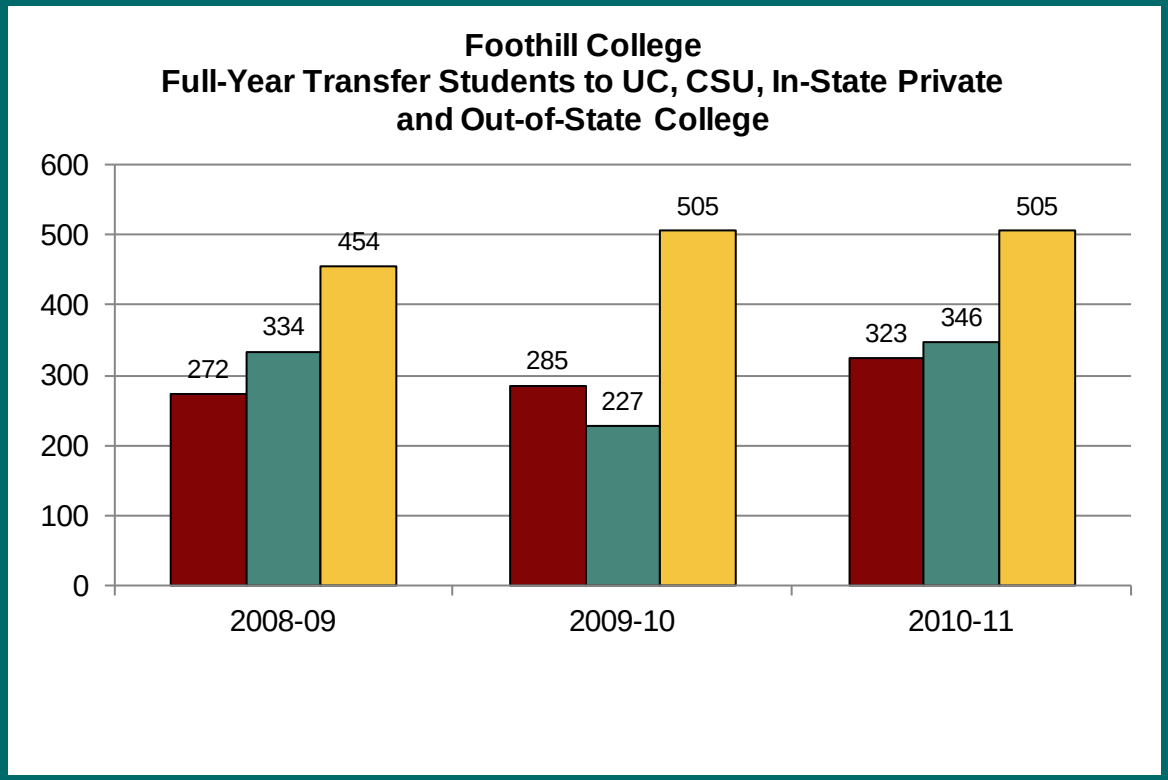
Completion rates have been on an increasing trend since 2009-10, when all certificates had to be state approved.

Which students are graduating?



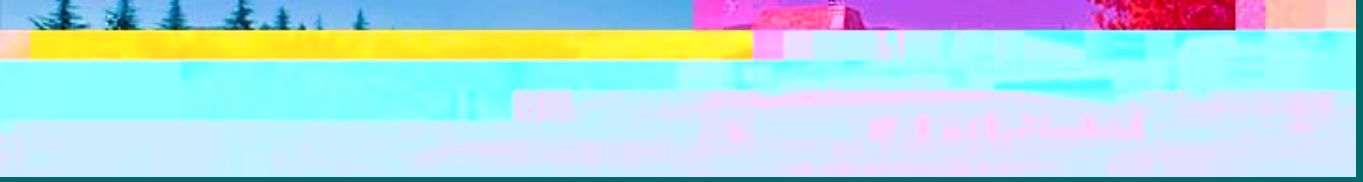
Source: FHDA IR&P

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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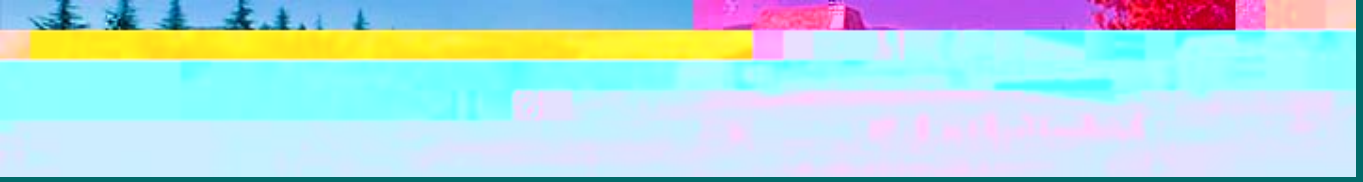

Summary

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 us enrolf5s(s) Tt0(s)-ternational a97tetll-10(r)-oTd ( )15