

Dual Enrollment

Equity & Education Council
December 6, 2019



12345 El Monte Road
Los Altos Hills, CA 94022

foothill.edu

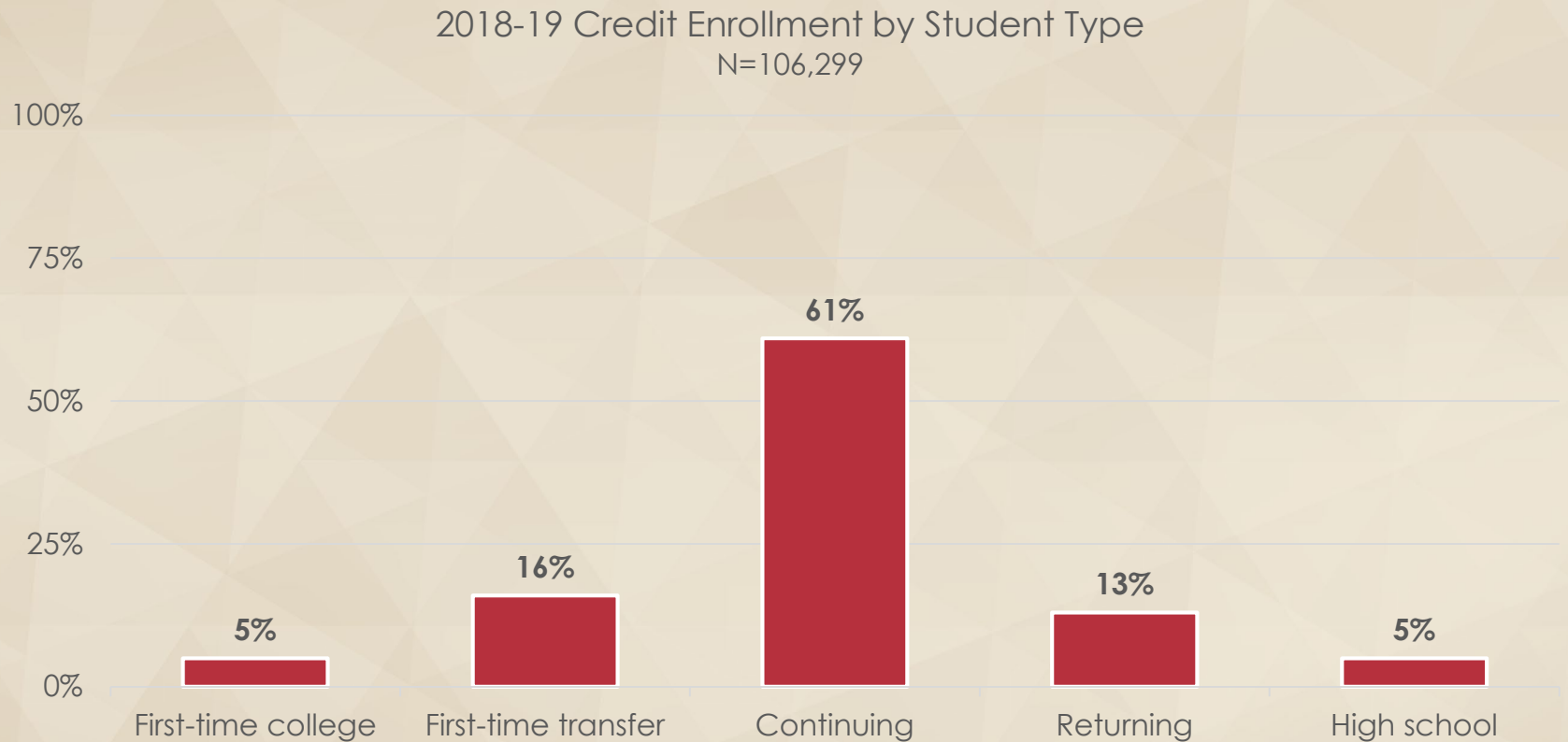
Overview

- E&E is seeking to clarify its charge around dual enrollment.
- Nov 1, 2019 E&E asked for dual enrollment data to help guide discussion.
- Data shared today will touch on...
 - Dual enrollment trend (headcount, enrollments)
 - Dual enrollment course success (overall and by ethnicity)

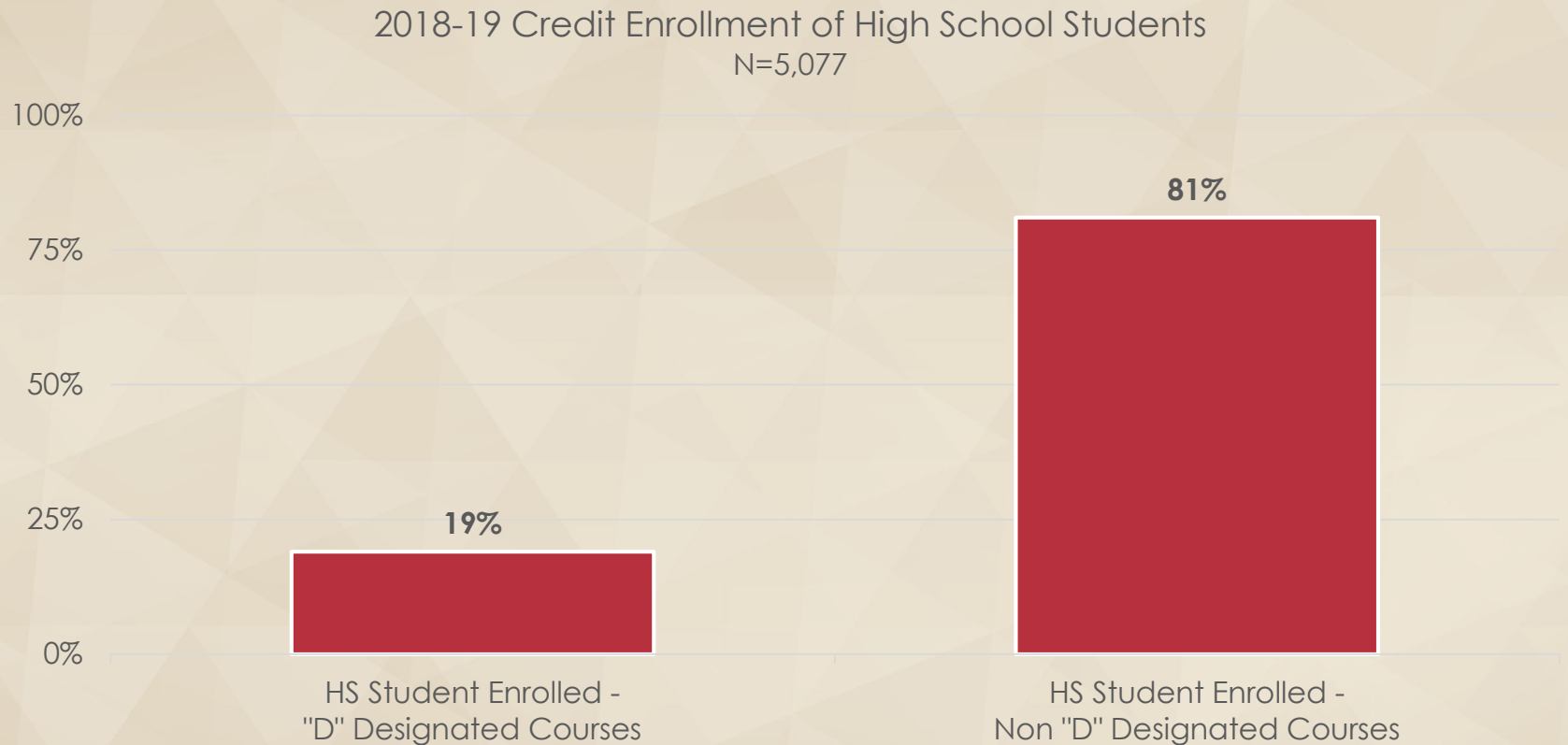
But first, for today's meeting...

- what do we mean by “dual enrollment”?
 - **student characteristic (student type)**
 - HS student concurrently enrolled in college course
 - **enrollment in (a particular) course**
 - MOU with HS
 - Courses often taught on HS campus
 - Coded with a “D” designation in the course section number

HS Students Comprise 5% of Foothill Enrollments

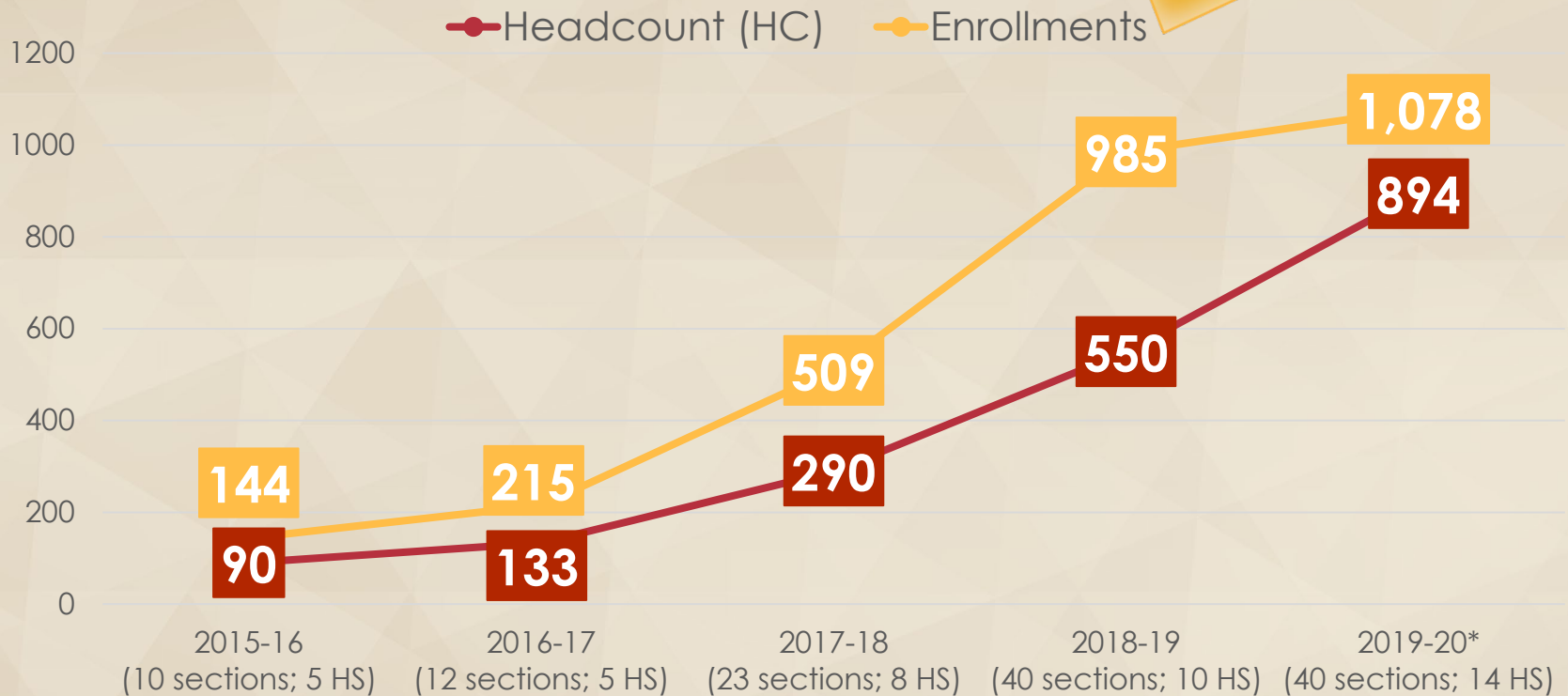


“D” Designated Course Comprise 20% of All HS Enrollments



“D” Designated Course: Headcount & Enrollment

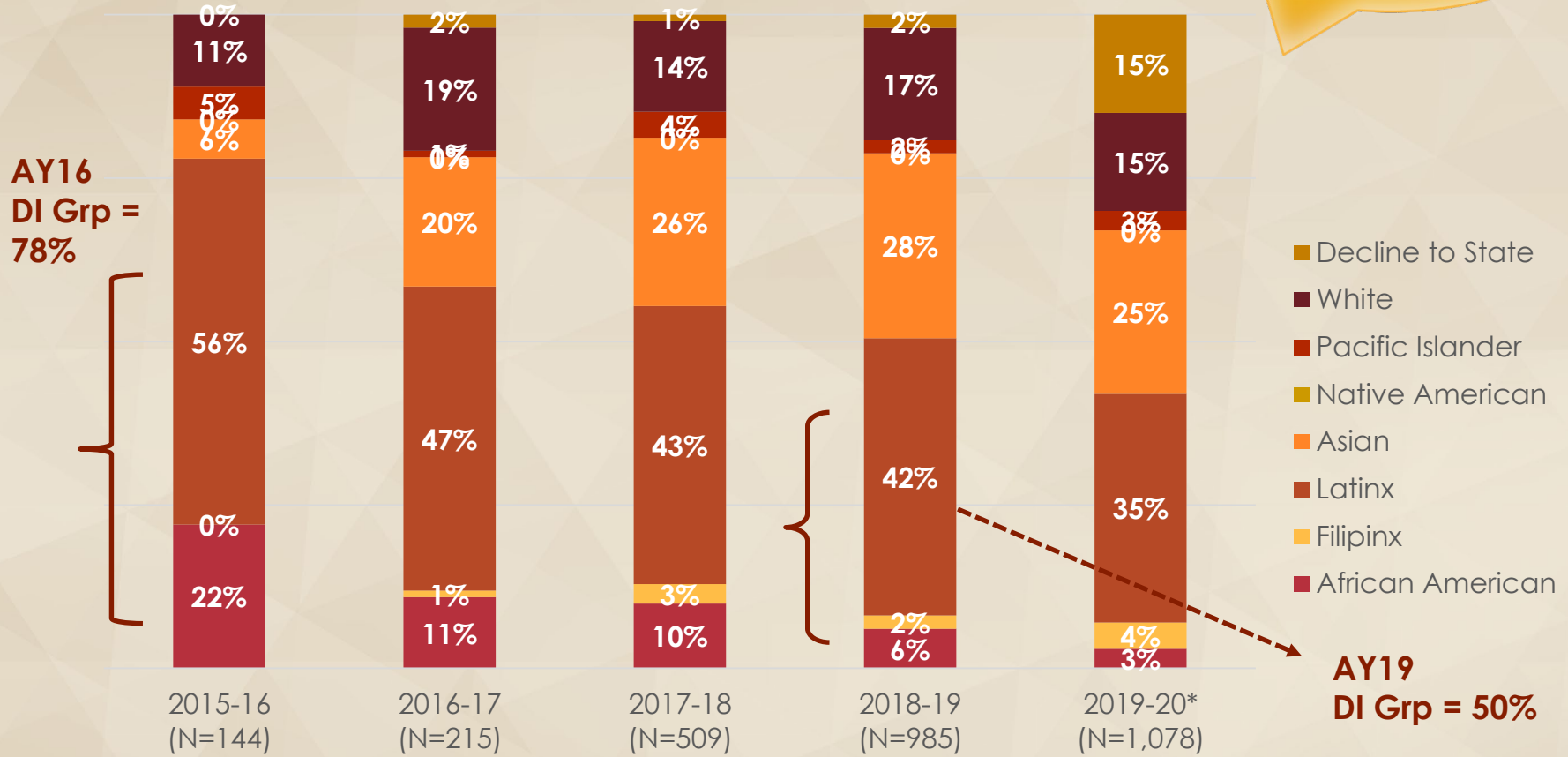
AY18 to AY19
headcount +90%
enrollments +94%



Credit and non-credit enrollments.
2019-20 academic year is in progress and its data reflects summer and fall terms.

“D” Designated Course: Ethnic Composition

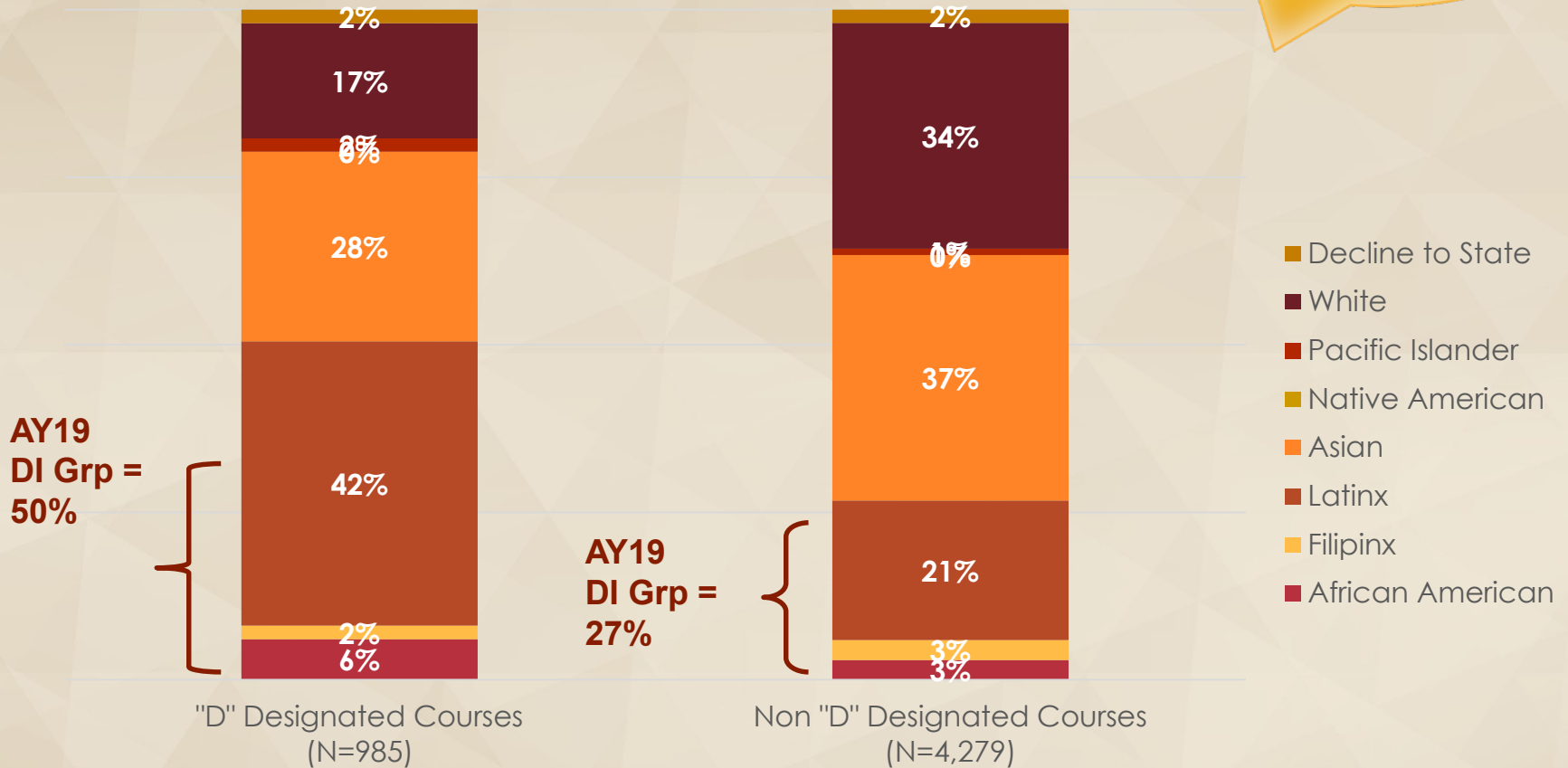
Latinx comprise largest ethnic group; their proportion is shrinking



Credit and non-credit enrollments. *2019-20 academic year is in progress and its data reflects summer and fall terms. DI indicates historically disproportionate impacted student groups, African American, Filipinx and Latinx.

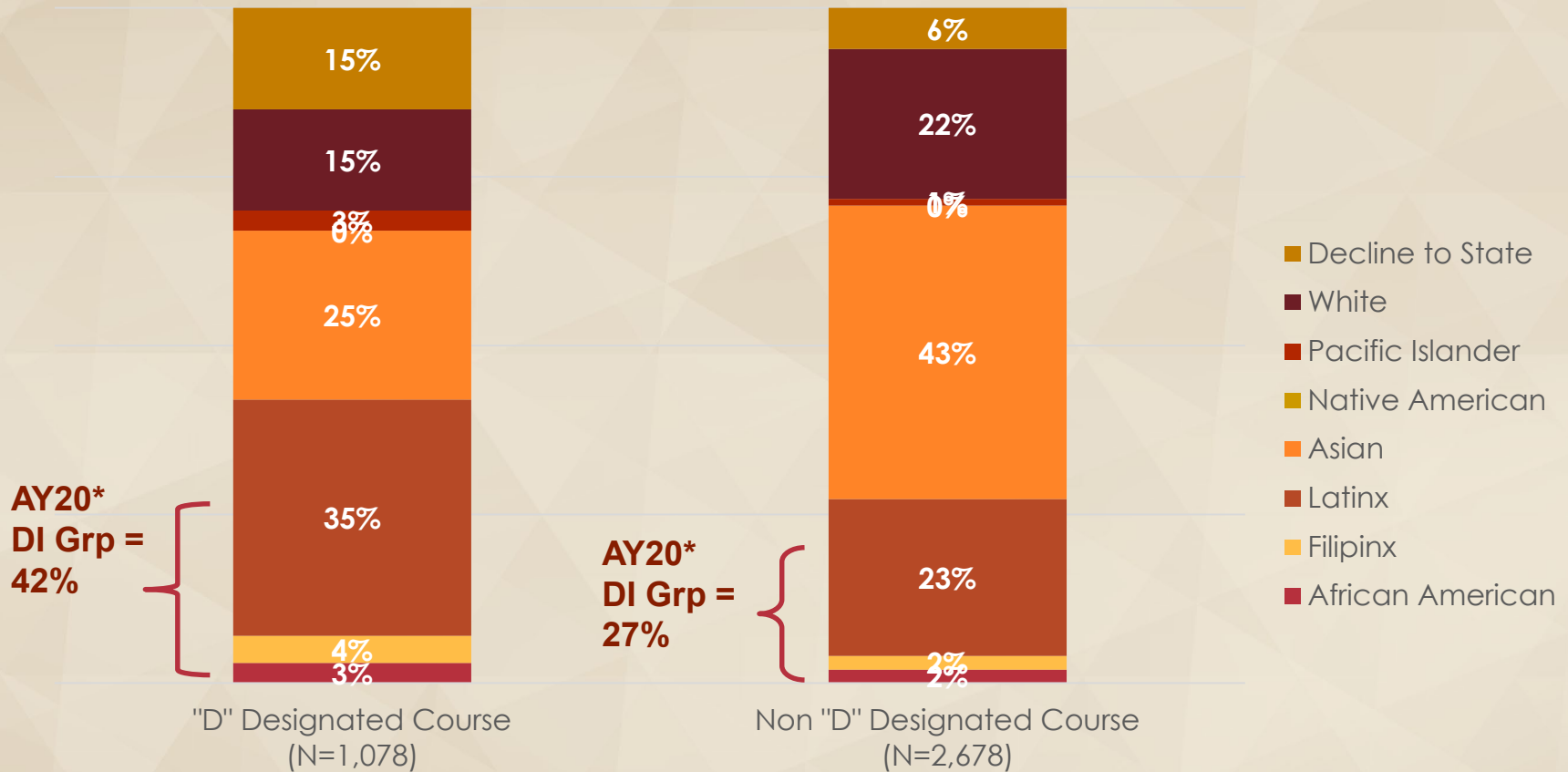
Compared to its counterpart, in 2018-19...

“D” designated course has larger proportion of Latinx



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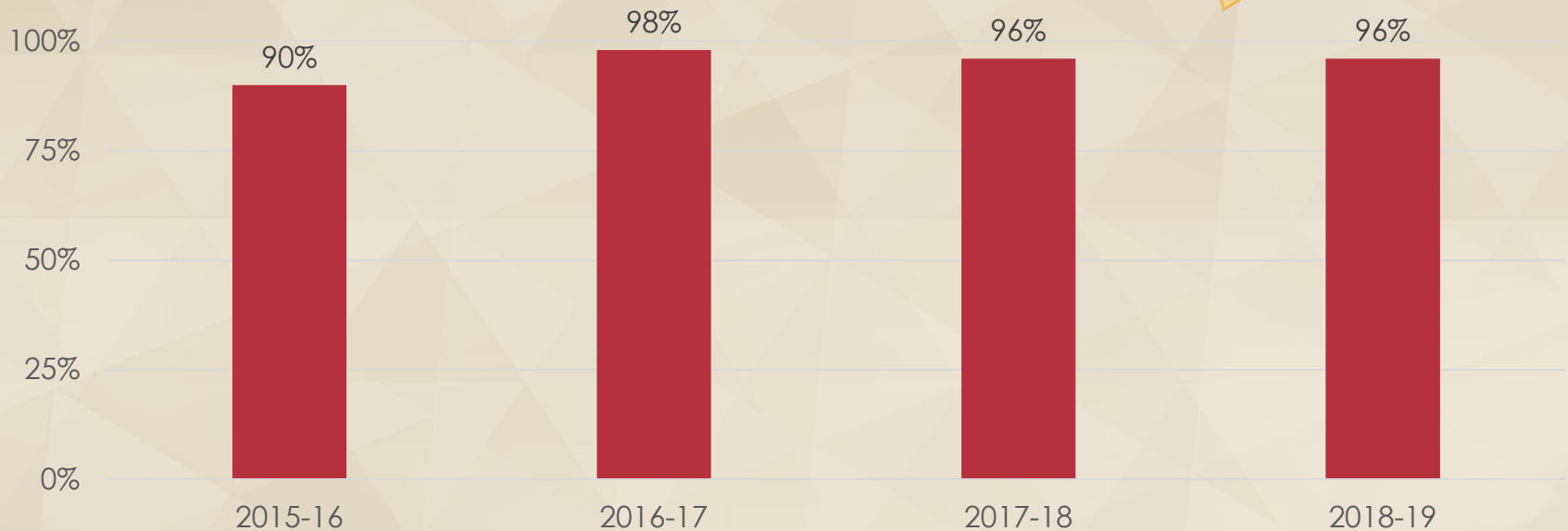
...so far that is still the case in 2019-20*



Credit and non-credit enrollments. *2019-20 academic year is in progress and its data reflects summer and fall terms. DI indicates historically disproportionate impacted student groups, African American, Filipinx and Latinx.

“D” Designated Course: Success Rates

annual
course success
rates above 90%



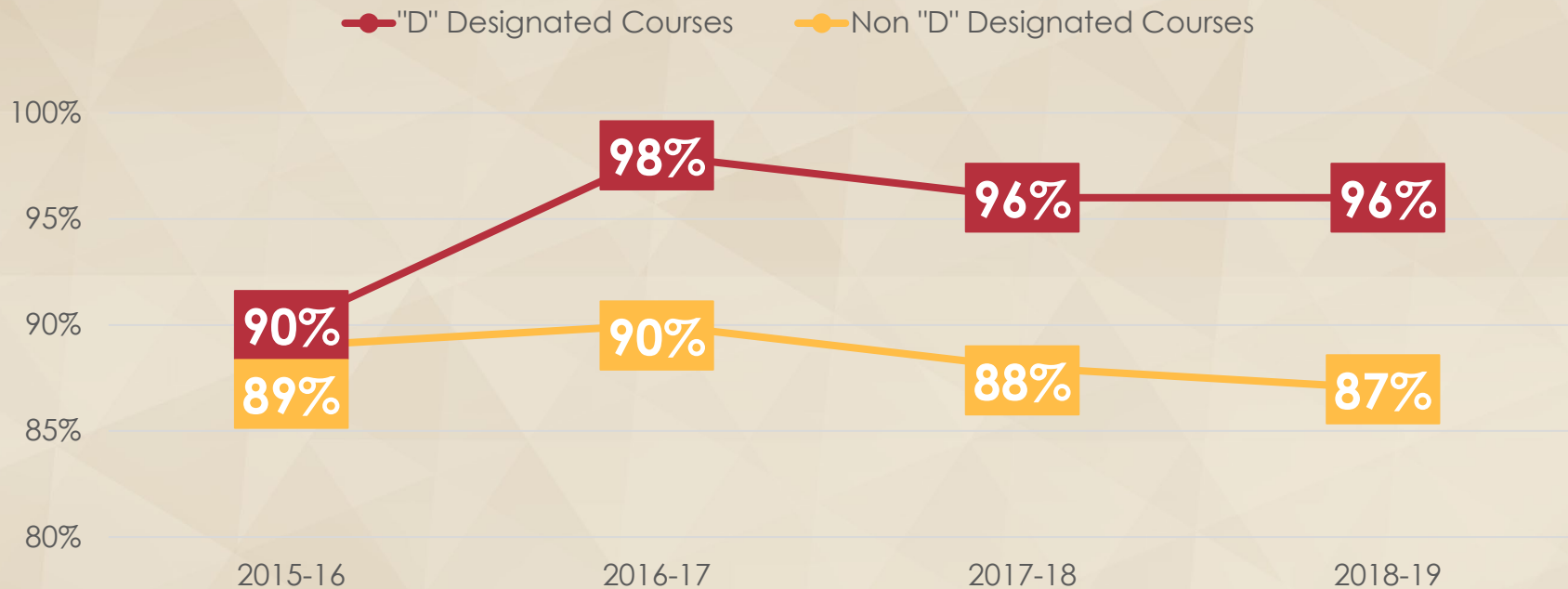
Credit sections.

Total success counts: 2015-16 = 129 | 2016-17 = 210 | 2017-18 = 480 | 2018-19 = 920

Total enrollment counts: 2015-16 = 144 | 2016-17 = 215 | 2017-18 = 501 | 2018-19 = 961

Compared to its counterpart...

“D” designated course success rate is higher



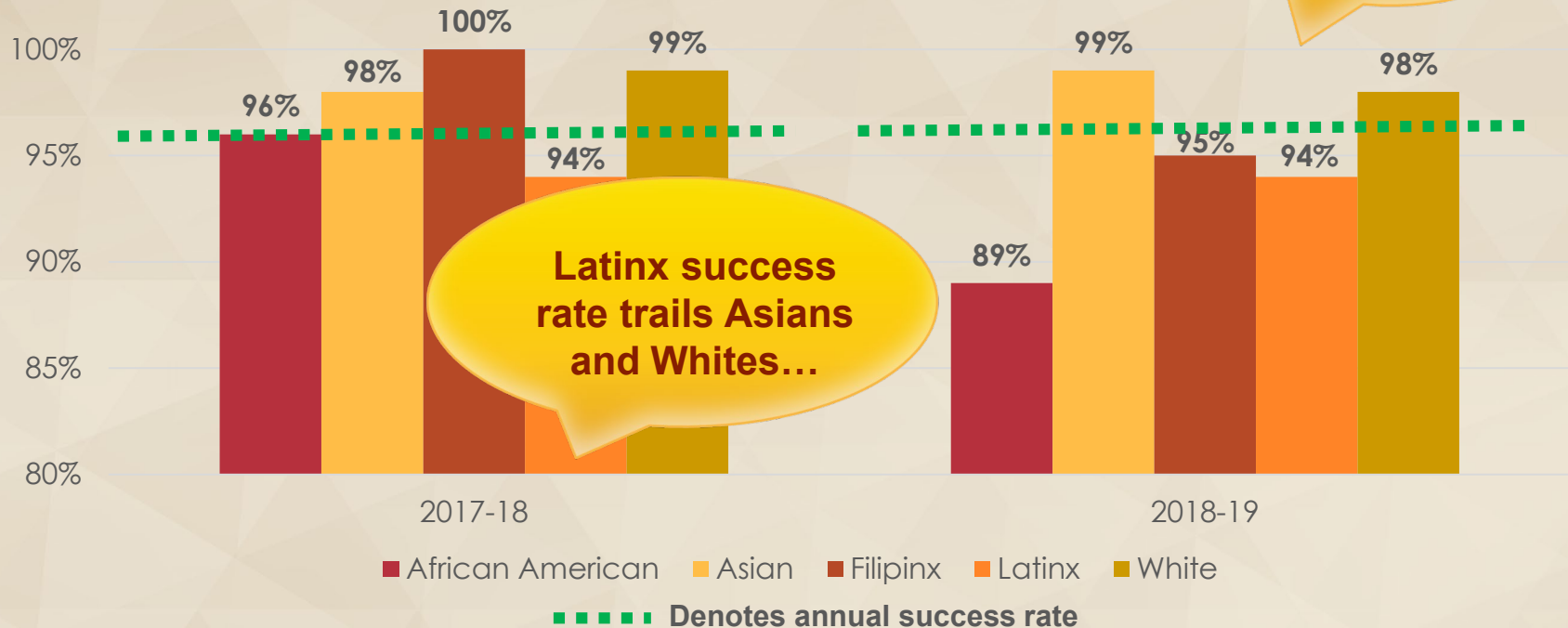
Credit sections.

“D” designated enrollments: 2015-16 = 144 | 2016-17 = 215 | 2017-18 = 501 | 2018-19 = 961

Non “D” designated enrollments: 2015-16 = 3,669 | 2016-17 = 3,723 | 2017-18 = 5,032 | 2018-19 = 4,106

But course success disparities exist...

...and they continue to trail

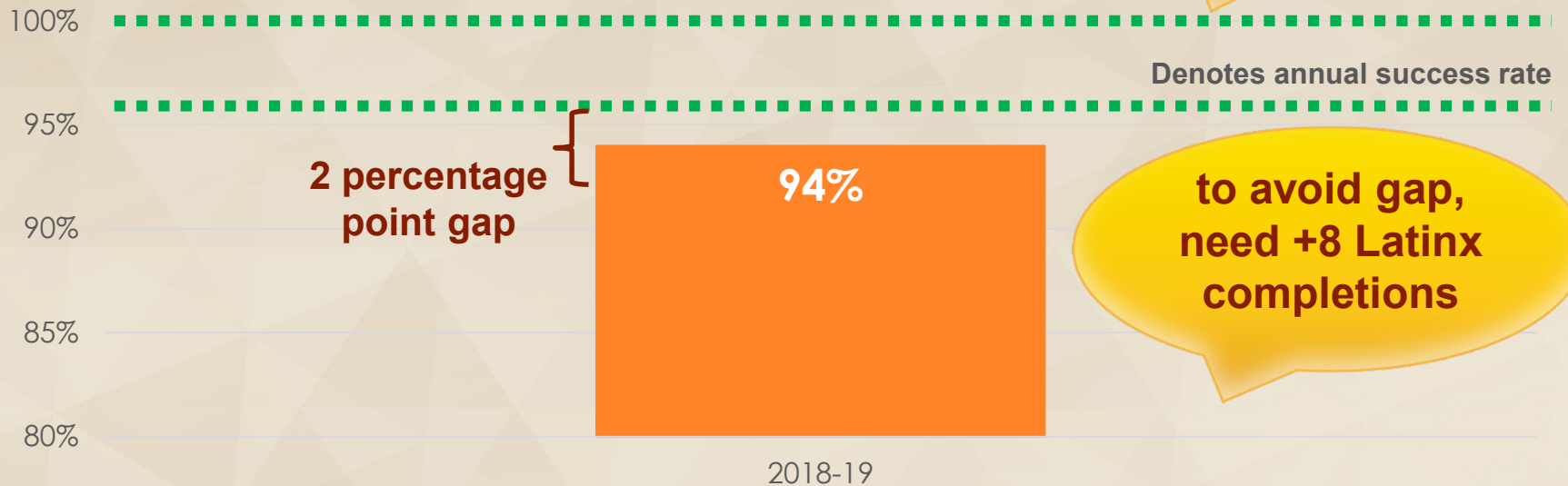


Latinx success rate trails Asians and Whites...

Credit sections. Native American, Pacific Islander and Decline to State are not shown as they each account for fewer than 1-2% of enrollments.
2017-18 enrollments: African American = 49 | Asian = 131 | Filipinx = 15 | Latinx = 218 | White = 70 | Total = 501
2018-19 enrollments: African American = 63 | Asian = 273 | Filipinx = 20 | Latinx = 393 | White = 167 | Total = 961

“D” Designated 2018-19 Course Success: Latinx

to have 100% completion rate, need another +17 completions



to avoid gap, need +8 Latinx completions

Credit sections.

2018-19 enrollments: African American = 63 | Asian = 273 | Filipinx = 20 | Latinx = 393 | White = 167 | Total = 961

Discussion

- Responses? Questions? Based on data and discussion on campus, what are some things that are surfacing for E&E?
- What other data may be of interest to help inform and guide E&E's exploration around its charge regarding dual enrollment?