

Foothill College

Student Equity Plan Data

Thanks to Chen Li and Elaine Kuo for their work on putting this information together for the Student Equity Workgroup.

CAMPUS-BASED RESEARCH: ACCESS

Target Population(s)	# of Foothill College's total enrollment in Fall 2014	% of Foothill College's total enrollment (proportion)	% of adult population within Santa Clara County in 2014 (proportion)**	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian/Alaska Native	27	0%	0%	0
Asian/Filipino/Pacific Islander	4035	28%	34%	-6
Black or African American	544	4%	2%	+2
Hispanic or Latino	3671	26%	25%	+1
White	5170	36%	37%	-1
Some other race***	NA	NA	NA	NA
More than one race	736	5%	2%	+3
Total of 8 cells above (Orange cells should = 100%)	14183****	100%	100%	
Males	7789	50%	50%	0
Females	7487	49%	50%	-1
Unknown gender	166	1%	NA	NA
Total of 3 cells above (Orange cells should = 100%)	15442	100%	100%	
Current or former foster youth*****	68	0%	0%	0
Individuals with disabilities*****	767	5%	5%	0
Low-income students*****	2814	18%	13%	+5
Veterans*****	177	1%	5%	-4

*Calculated by subtracting the % of the adult population within Santa Clara County from the % of Foothill College's total enrollment.

** Ethnicity and gender data for Santa Clara County can be found at CA Dept of Finance Population Projects, P-3 Report. Adult population is defined as age 18 and older. Ethnicity data for Foothill College come from CCCCO Data Mart.

***The "some other race" category is not available for the ACCESS indicator.

****Unknown race is not reported to maintain consistency between Santa Clara County and Foothill figures.

*****Foster youth data for Santa Clara County are approximated using Webster, D., et al. California Child Welfare Indicators Project Reports, UC Berkeley Center for Social Services Research (May 2015). Disability data for Santa Clara County are approximated using Disability Population Statistics for Santa Clara County, California. Estimates are based on Pooled 2005-2007 ACS PUMS Data. Low-income data for Santa Clara County are approximated using U.S. Census Bureau: State and County QuickFacts based on 2009-2013 estimates. Low-income for Santa Clara County is defined as having an income between \$0 and \$24,999. Veteran data for Santa Clara County are approximated using U.S. Census Bureau: State and County QuickFacts based on 2009-2013 estimates. Foster youth, disability, low-income, and veteran information at Foothill College comes from FHDA, ODS. Low-income at Foothill College is defined as having a family income between \$0 and \$25,000.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

Target Population(s)	The # of credit courses students enrolled in & were present in on census day in Fall 2014	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day in Fall 2014	Total (all student average) pass rate* in Fall 2014	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	210	140	67%	77%	-10
Asian-Cambodian	80	55	69%	77%	-8
Asian-Chinese	3353	2754	82%	77%	+5
Asian-Indian	1067	778	73%	77%	-4
Asian-Japanese	532	452	85%	77%	+8
Asian-Korean	583	458	79%	77%	+2
Asian-Laotian	31	21	68%	77%	-9
Asian-Vietnamese	1575	1258	80%	77%	+3
Asian-Other	992	792	80%	77%	+3
Black or African American	1754	1083	62%	77%	-15
Filipino	1791	1333	74%	77%	-3
Hispanic or Latino	7685	5398	70%	77%	-7
Native Hawaiian or other Pacific Islander	352	230	65%	77%	-12
White	10702	8643	81%	77%	+4
Some other race**	NA	NA	NA	77%	NA
More than one race**	NA	NA	NA	77%	NA
Unknown race	4318	3486	81%	77%	+4
All Students	35025	26881	*77%		
Males	17902	13591	76%	77%	-1
Females	16843	13045	77%	77%	0
Unknown gender	280	245	88%	77%	+11
Current or former foster youth	273	161	59%	77%	-18
Individuals with disabilities	522	409	78%	77%	+1
Low-income students***	6149	4106	67%	77%	-10
Veterans	760	561	74%	77%	-3

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The “some other race” and “more than one race” categories are not available in FHDA, ODS.

***Low-income is defined as having a family income between \$0 and \$25,000.

Source: FHDA IR&P, ODS

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

Target Population(s) ESL	The # of students who complete a final ESL course with an A, B, C or credit, 2008-09 Cohort**	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	The rate of progress from ESL to degree-applicable course completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	4	1	25%	48%	-23
Asian	90	47	52%	48%	+4
Black or African American	4	3	75%	48%	+27
Filipino	2	1	50%	48%	+2
Hispanic or Latino	65	24	37%	48%	-11
Native Hawaiian or other Pacific Islander	8	2	25%	48%	-23
White	67	36	54%	48%	+6
Some other race***	NA	NA	NA	48%	NA
More than one race***	NA	NA	NA	48%	NA
Unknown race	47	23	49%	48%	+1
All Students	287	137	*48%		
Males	113	59	52%	48%	+4
Females	174	78	45%	48%	-3
Unknown gender	NA	NA	NA	48%	NA
Current or former foster youth	NA	NA	NA	48%	NA
Individuals with disabilities	9	6	67%	48%	+19
Low-income students****	90	44	49%	48%	+1
Veterans	NA	NA	NA	48%	NA
F1 students	2	2	100%	48%	+52

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The 2008-09 cohort includes credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in ESL during 2008-09 and completed a college-level course in the same discipline.

***The "some other race" and "more than one race" categories are not available for the ESL Completion indicator in the 2015 Student Success Scorecard.

**** Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2015 Student Success Scorecard (2008-09 cohort)

Target Population(s) English	The # of students who complete a final basic skills English course with an A, B, C or credit, 2008-09 Cohort**	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	The rate of progress from Basic Skills English to degree-applicable course completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	7	1	14%	56%	-42
Asian	83	59	71%	56%	+15
Black or African American	59	22	37%	56%	-19
Filipino	35	15	43%	56%	-13
Hispanic or Latino	192	99	52%	56%	-4
Native Hawaiian or other Pacific Islander	34	14	41%	56%	-15
White	267	171	64%	56%	+8
Some other race***	NA	NA	NA	56%	NA
More than one race***	NA	NA	NA	56%	NA
Unknown race	81	43	53%	56%	-3
All Students	758	424	*56%		
Males	387	196	51%	56%	-5
Females	371	228	61%	56%	+5
Unknown gender	NA	NA	NA	56%	NA
Current or former foster youth	NA	NA	NA	56%	NA
Individuals with disabilities	88	57	65%	56%	+9
Low-income students****	265	131	49%	56%	-7
Veterans	NA	NA	NA	56%	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The 2008-09 cohort includes credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English during 2008-09 and completed a college-level course in the same discipline.

***The "some other race" and "more than one race" categories are not available for the Basic Skills English Completion indicator in the 2015 Student Success Scorecard.

**** Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2015 Student Success Scorecard (2008-09 cohort)

Target Population(s) Math	The # of students who complete a final basic skills Mathematics course with an A, B, C or credit, 2008-09 Cohort**	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	The rate of progress from Basic Skills Mathematics to degree-applicable course completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	6	1	17%	43%	-26
Asian	31	13	42%	43%	-1
Black or African American	44	9	20%	43%	-23
Filipino	16	5	31%	43%	-12
Hispanic or Latino	156	58	37%	43%	-6
Native Hawaiian or other Pacific Islander	20	4	20%	43%	-23
White	223	119	53%	43%	+10
Some other race***	NA	NA	NA	43%	NA
More than one race***	NA	NA	NA	43%	NA
Unknown race	76	38	50%	43%	+7
All Students	572	247	*43%		
Males	263	115	44%	43%	+1
Females	309	132	43%	43%	0
Unknown gender	NA	NA	NA	43%	NA
Current or former foster youth	NA	NA	NA	43%	NA
Individuals with disabilities	79	33	42%	43%	-1
Low-income students****	220	82	37%	43%	-6
Veterans	NA	NA	NA	43%	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The 2008-09 cohort includes credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in Mathematics during 2008-09 and completed a college-level course in the same discipline.

***The "some other race" and "more than one race" categories are not available for the Basic Skills Mathematics Completion indicator in the 2015 Student Success Scorecard.

**** Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2015 Student Success Scorecard (2008-09 cohort)

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

Target Population(s)	The # of first-time students who enrolled in 2008-09 academic year with the goal of obtaining a certificate or degree**	The number of students out of ← (the denominator) who earned a degree or certificate within six years**	The rate of degree and certificate completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	14	4	29%	63%	-34
Asian	220	193	88%	63%	+25
Black or African American	60	22	37%	63%	-26
Filipino	31	20	65%	63%	+2
Hispanic or Latino	179	82	46%	63%	-17
Native Hawaiian or other Pacific Islander	26	7	27%	63%	-36
White	414	261	63%	63%	0
Some other race***	NA	NA	NA	63%	NA
More than one race***	NA	NA	NA	63%	NA
Unknown race	113	72	64%	63%	+1
All Students	1057	661	*63%		
Males	568	337	59%	63%	-4
Females	489	324	66%	63%	+3
Unknown gender	NA	NA	NA	63%	NA
Current or former foster youth	NA	NA	NA	63%	NA
Individuals with disabilities	83	33	40%	63%	-23
Low-income students****	396	202	51%	63%	-12
Veterans	NA	NA	NA	63%	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Degree and certificate completion data is obtained from Student Progress and Attainment Rate (SPAR). SPAR is defined as having earned an AA/A, Certificate of Achievement, transferred to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

*** The “some other race” and “more than one race” categories are not available for the Degree and Certificate Completion indicator in the 2015 Student Success Scorecard.

****Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2015 Student Success Scorecard (2008-09 cohort)

CAMPUS-BASED RESEARCH: TRANSFER

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, 2008-09 Cohort	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years	The transfer rate, 2008-09 Cohort	Total (all student average) pass rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	8	2	25%	54%	-29
Asian	182	126	69%	54%	+15
Black or African American	36	14	39%	54%	-15
Filipino	14	9	64%	54%	+10
Hispanic or Latino	134	51	38%	54%	-16
Native Hawaiian or other Pacific Islander	13	3	23%	54%	-31
White	342	186	54%	54%	0
Some other race**	NA	NA	NA	54%	NA
More than one race**	NA	NA	NA	54%	NA
Unknown race	101	56	55%	54%	+1
All Students	830	447	*54%		
Males	448	237	53%	54%	-1
Females	382	210	55%	54%	+1
Unknown gender	NA	NA	NA	54%	NA
Current or former foster youth	NA	NA	NA	54%	NA
Individuals with disabilities	64	19	30%	54%	-24
Low-income students***	277	121	44%	54%	-10
Veterans	NA	NA	NA	54%	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The “some other race” and “more than one race” categories are not available for the Transfer indicator at CCCC Data Mart.

***Low-income is defined as a participant of CalWORKS or a recipient of BOG Aid, Loans, Pell Grant, Scholarship, Workstudy Aid or other Financial Aid.

Source: Transfer Velocity Project (2008-09 cohort), CCCC Data Mart