



STUDENT EQUITY: A PLAN FOR ACTION

Planning Meeting
May 23, 2013



INTRODUCTIONS





GOALS FOR OUR MEETING



TODAY WE WILL:

- Reach consensus on populations to be targeted for increasing participation and success
- Identify key research questions that will inform action plans
- Propose a timeline for PaRC to oversee broad input and adopt of a Student Equity Plan

BACKGROUND

Judy Miner

ACTIONS TO DATE

Review of 2010 Student Equity Plan

Equity priorities added to 12-13 program review prompts

Interviews with representatives of target populations

Substantive institutional research presentations to shared governance

Selection of student equity as Fall 13 Opening Day theme

Charge to Professional Development Committee for an equity strand in 13-14 programming



EMERGING THEMES

Mia Casey

KEY THEMES

FOR STUDENTS:

*More Orientations
Develop Cohorts
Mentor/Mentee*



**Establishing
Connections**



*Campus Conversations
Reconnect the Campus
Rebuild Morale*

*Life skills/Time management
How to Navigate the System
Bigger picture planning*



**Improving
Skills**



*Training for specific populations
Inform/build sensitivity to needs
Professional Development*

*Financial Support
Internship programs
Understanding Resources*



**Informing
More
Broadly**



*More detailed research data
Closer review of data
Better communication on decisions*

*Financial: Work v. School
Bus routes
Environment/Community*



**Mitigating
Resource
Impediments**



*Budget limitations
Time/Block Schedule
Decentralized Campus Layout*

INSTITUTIONAL GOALS

Equity is built into the Educational Strategic Master Plan (ESMP)

Goal:

Improve student outcomes, close the achievement gap,
increase student success

Metrics:

Success rate of historically underserved student groups

Transfer Velocity Cohort Report

Certificates and degrees awarded to historically underserved student
groups

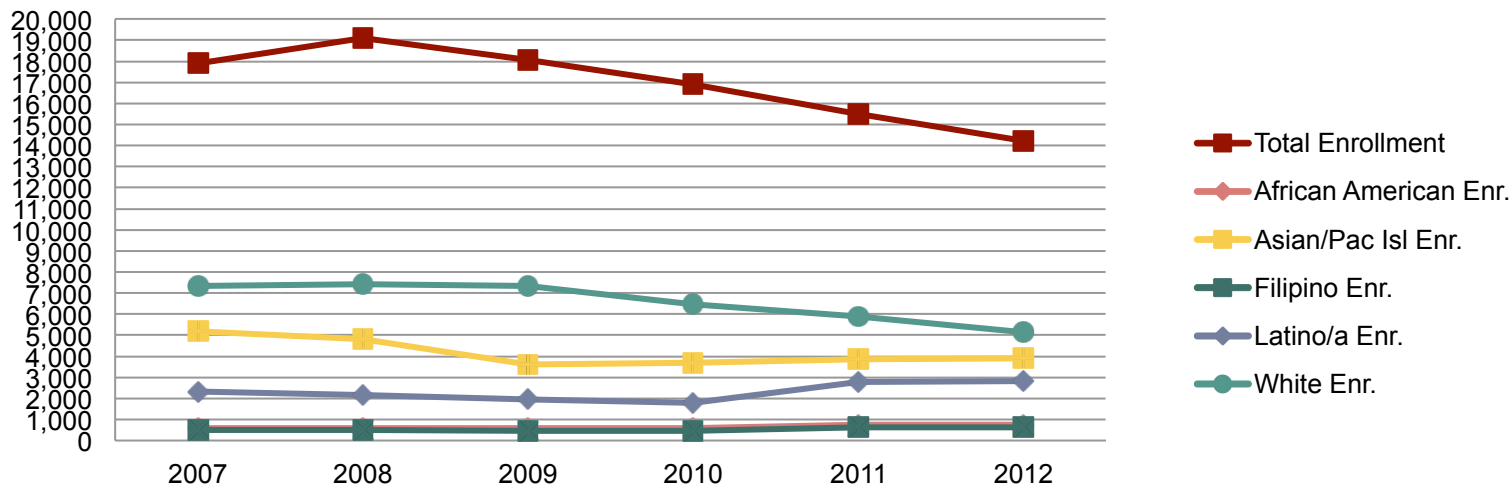
Persistence rate by ethnicity



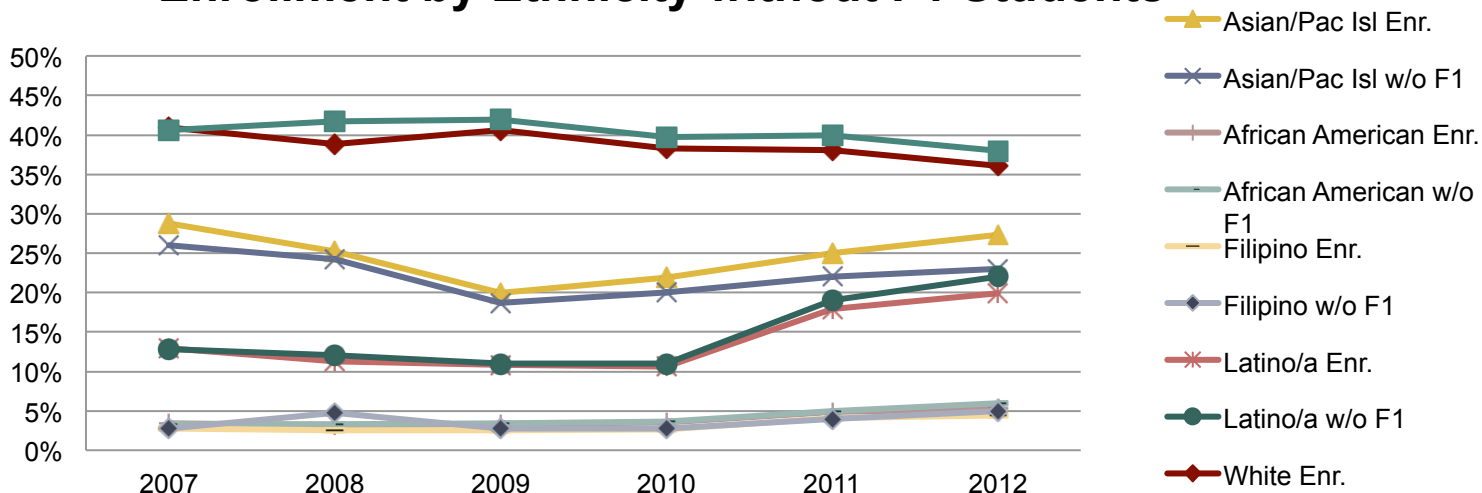
STUDENT DATA

Elaine Kuo

Foothill College Fall 2007 to Fall 2012 Enrollment Headcount by Ethnicity



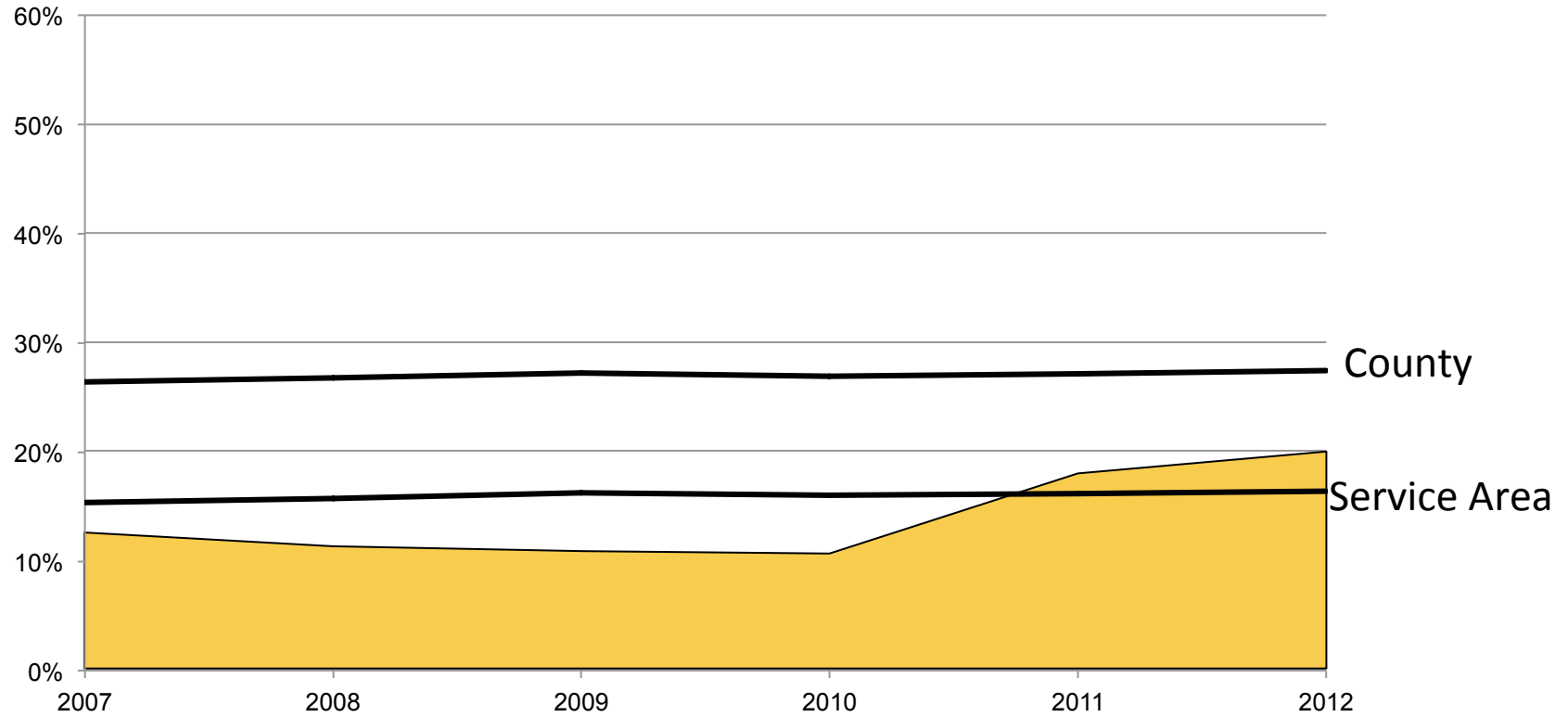
Foothill College Fall 2007 to Fall 2012 Enrollment by Ethnicity without F1 Students



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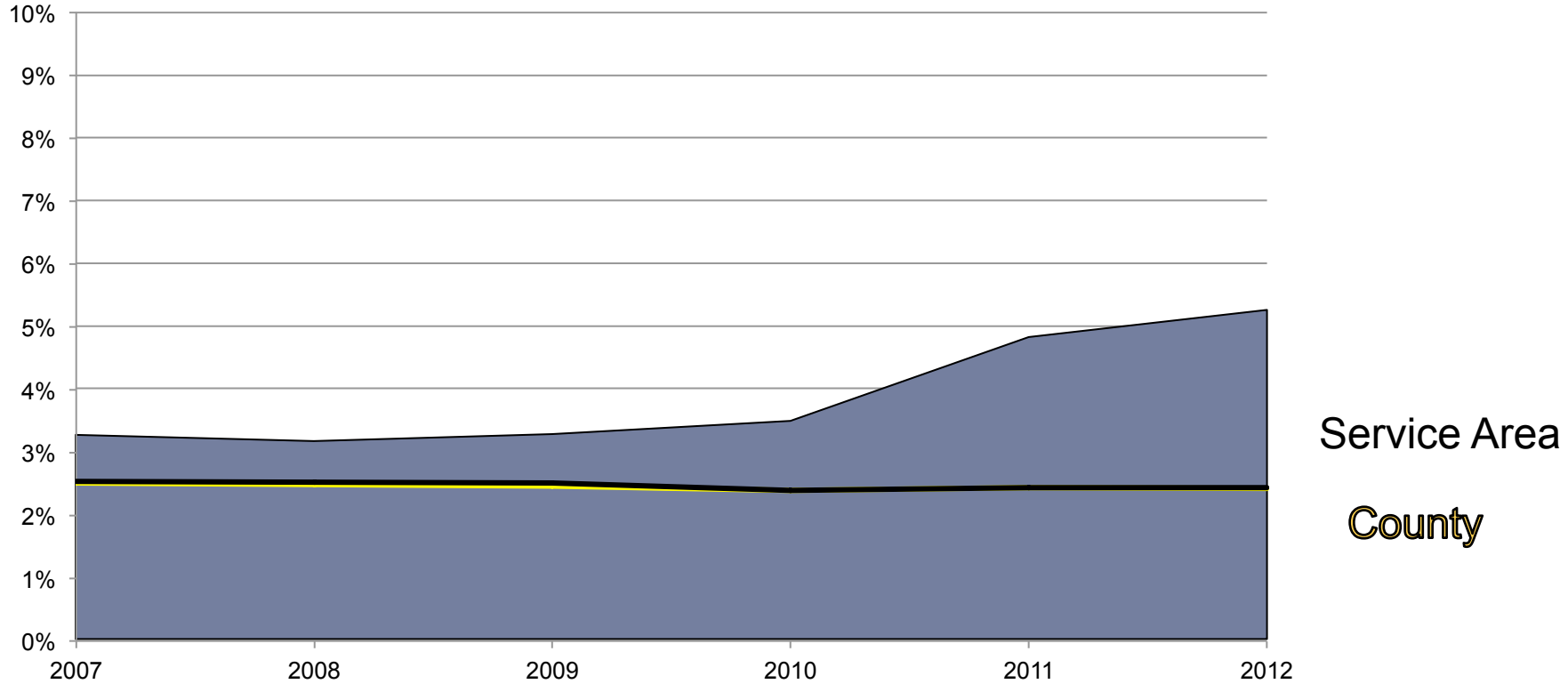
Source: FHDA IR&P Fall Factsheets, 2007 to 2012

Foothill College Fall 2007 to Fall 2012 Latino Enrollment with County and Service Area Overlay



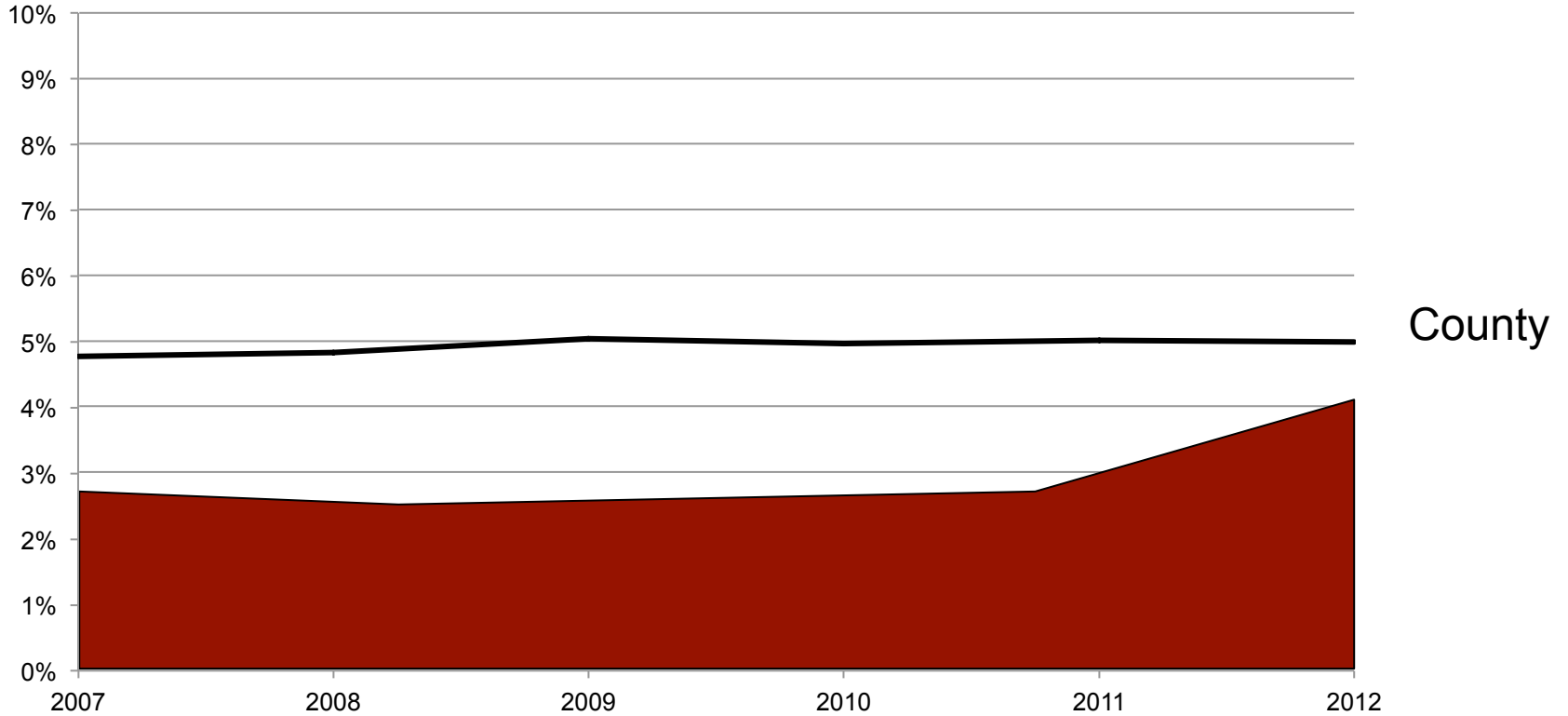
Source: FHDA IR&P, EMSI

Foothill College Fall 2007 to Fall 2012 African American Enrollment with County and Service Area Overlay



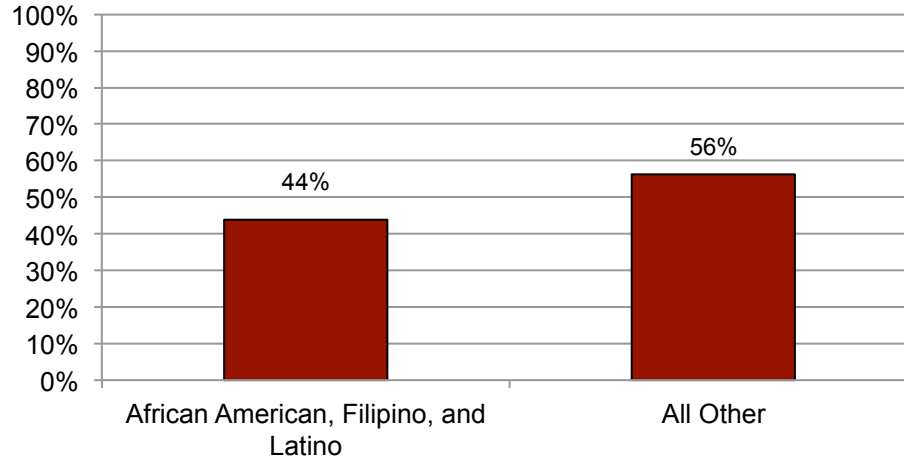
Source: FHDA IR&P, EMSI

Foothill College Fall 2007 to Fall 2012 Filipino Enrollment With County Overlay

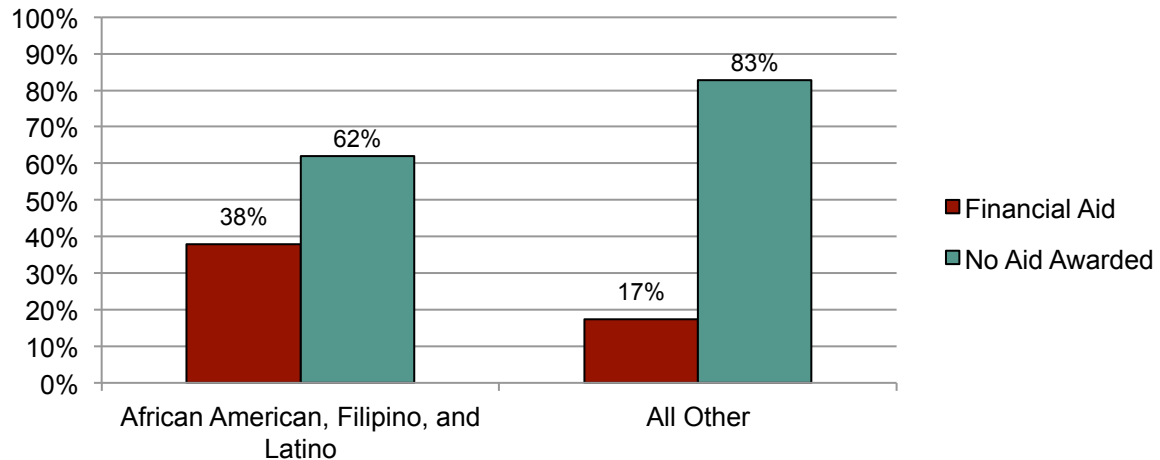


Source: FHDA IR&P, EMSI

Foothill College 2011-2012 Awarded Financial Aid by Ethnicity

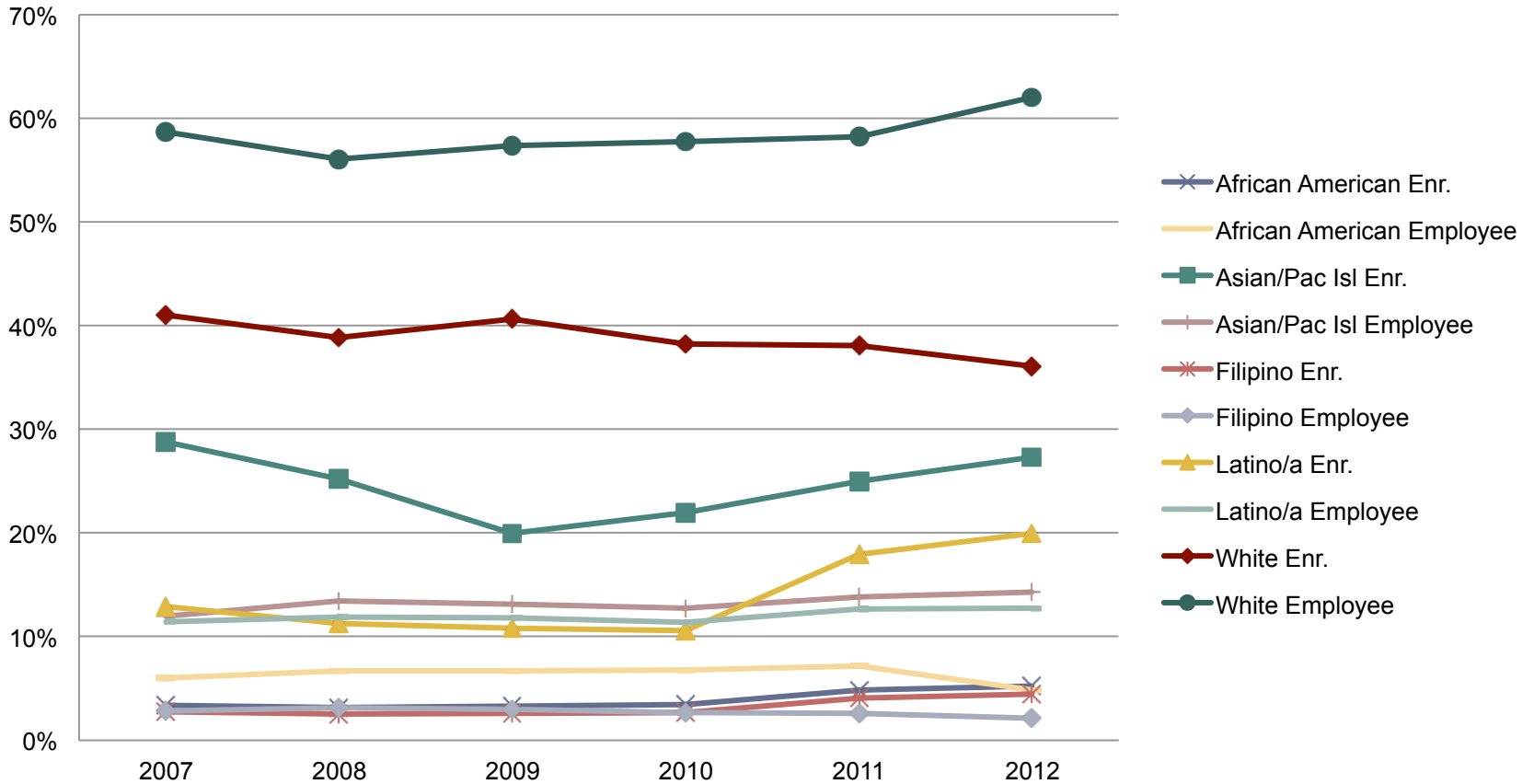


Foothill College 2011-2012 Financial Aid Status by Ethnicity



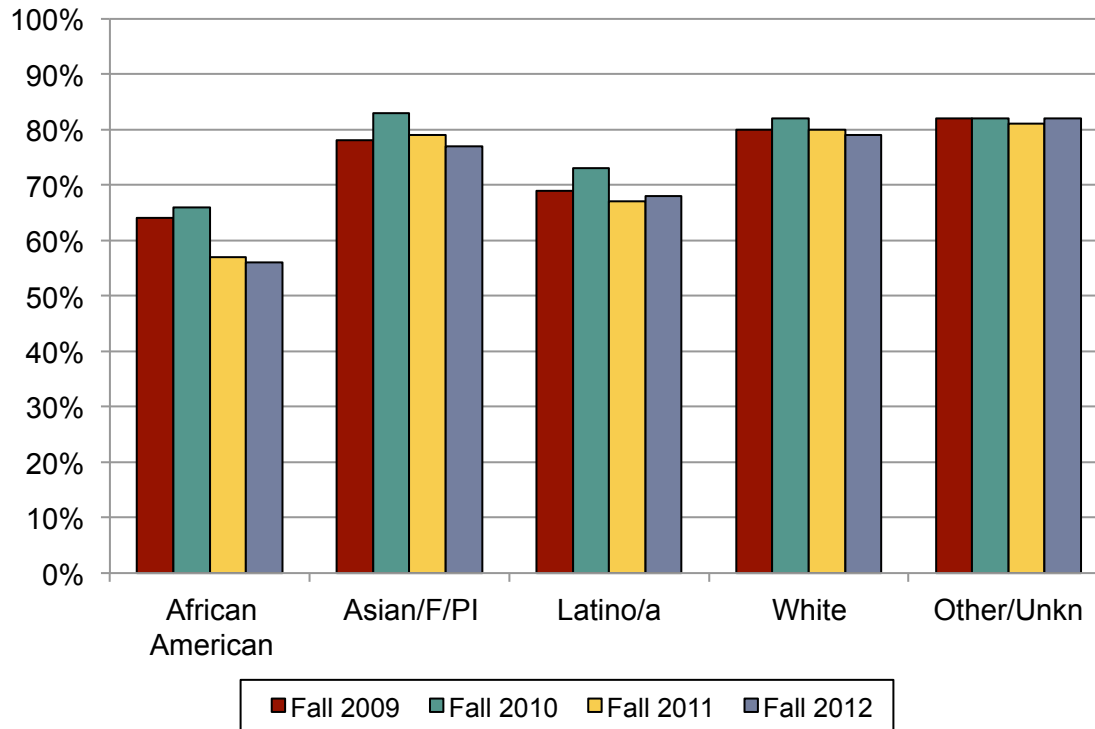
Source: FHDA IR&P

Foothill College Fall 2007 to Fall 2012 Enrollment and Employee Percentage by Ethnicity



Source: FHDA IR&P

Foothill College Fall 2009 to Fall 2012 Course Success Rates by Ethnicity



Other/Unkn includes Native American, Other, Unknown and Decline to State.

Source: FHDA IR&P

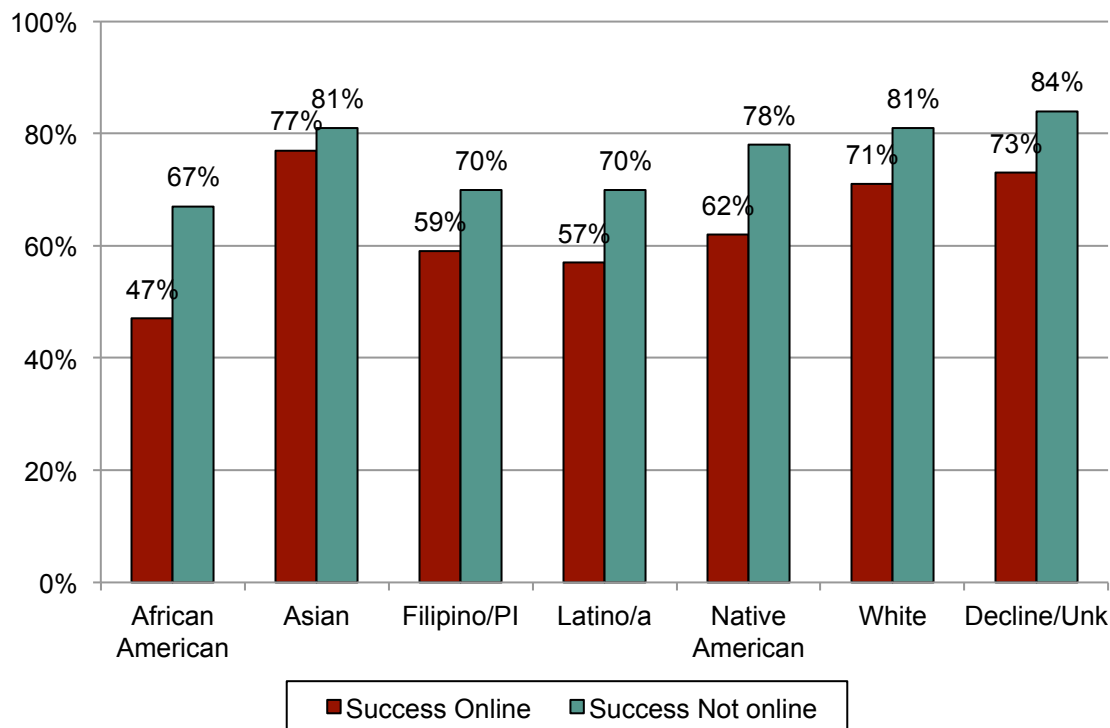
African American and Latino/a experience course success at a lower rate compared to other groups.



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Foothill College 2011-2012

Course Success Rates by Instructional Method and Ethnicity



Source: FHDA IR&P

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



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2013 Student Success Scorecard

Foothill College

Basic Skills Education Progress

- Who's in the cohort?
 - Attempt a credit course below transfer level
- What's the cohort outcome?
 - Math: pass a college-level Math course within 6 years (includes degree and transfer applicable)
 - English: pass a college-level English course within 6 years
 - ESL: pass the ESL sequence or a college-level English within 6 years



Math

2002-2003 to 2006-2007 Cohorts

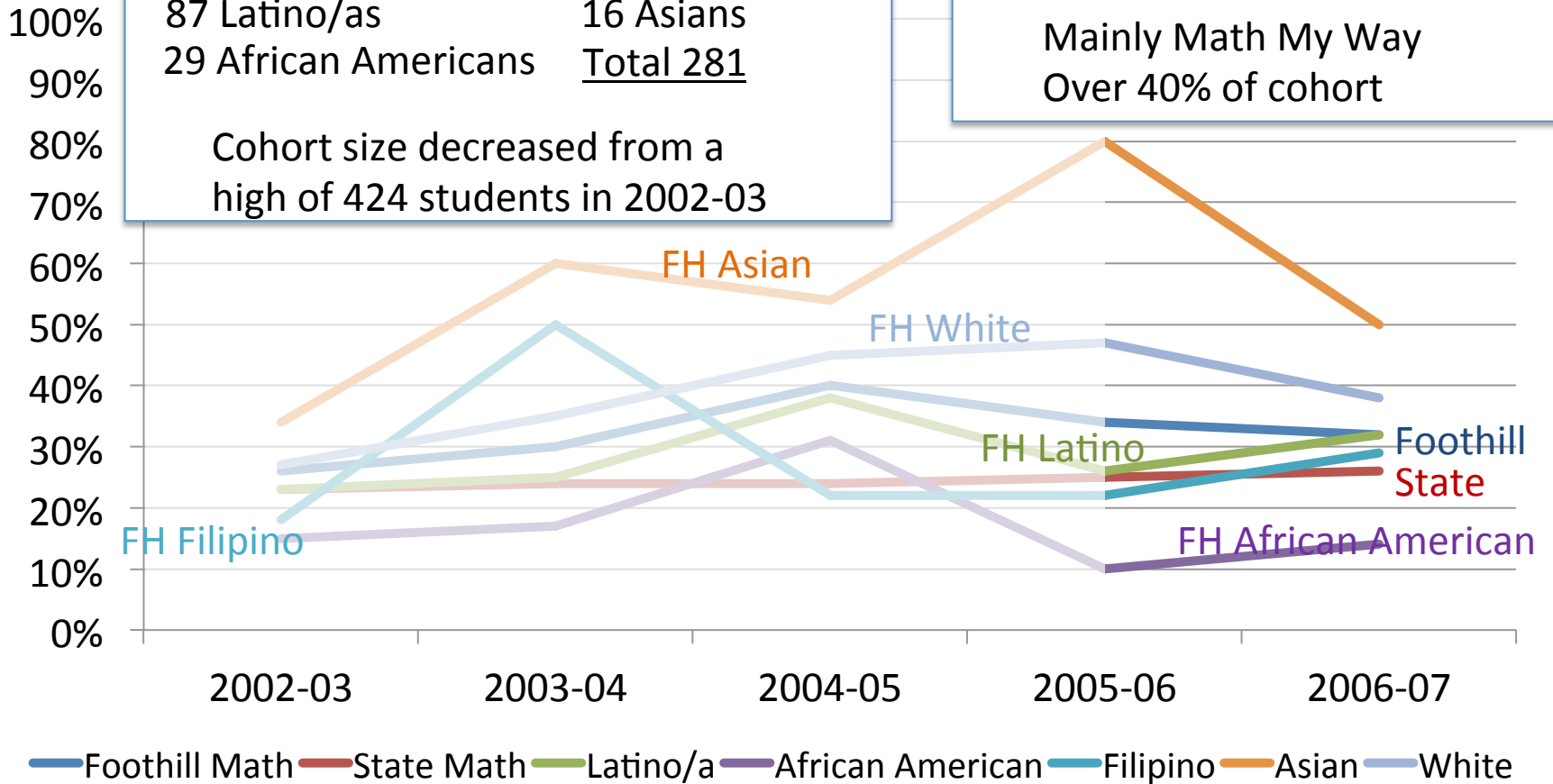
Who's being counted at FH in 2006-07?

| | |
|----------------------|------------------|
| 91 Whites | 17 Filipinos |
| 87 Latino/as | 16 Asians |
| 29 African Americans | <u>Total 281</u> |

Cohort size decreased from a high of 424 students in 2002-03

What's being counted in 2006-07?

Mainly Math My Way
Over 40% of cohort



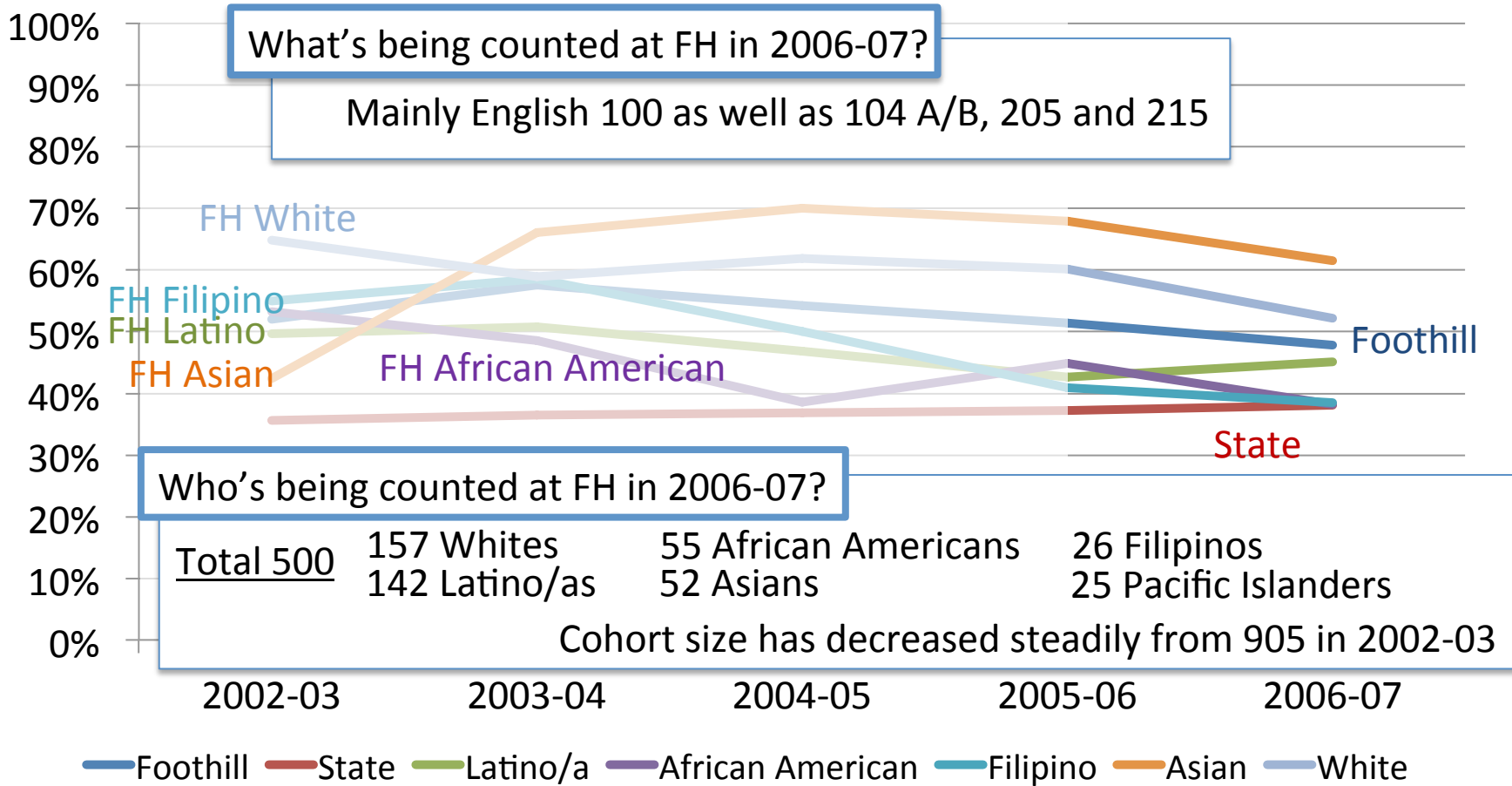
Note: What was being coded as basic skills (CB21) during this period affects what's being counted at the state level. For example, Math 220 was not coded as CB21.



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Source: 2013 Student Success Scorecard

English 2002-2003 to 2006 to 2007 Cohorts



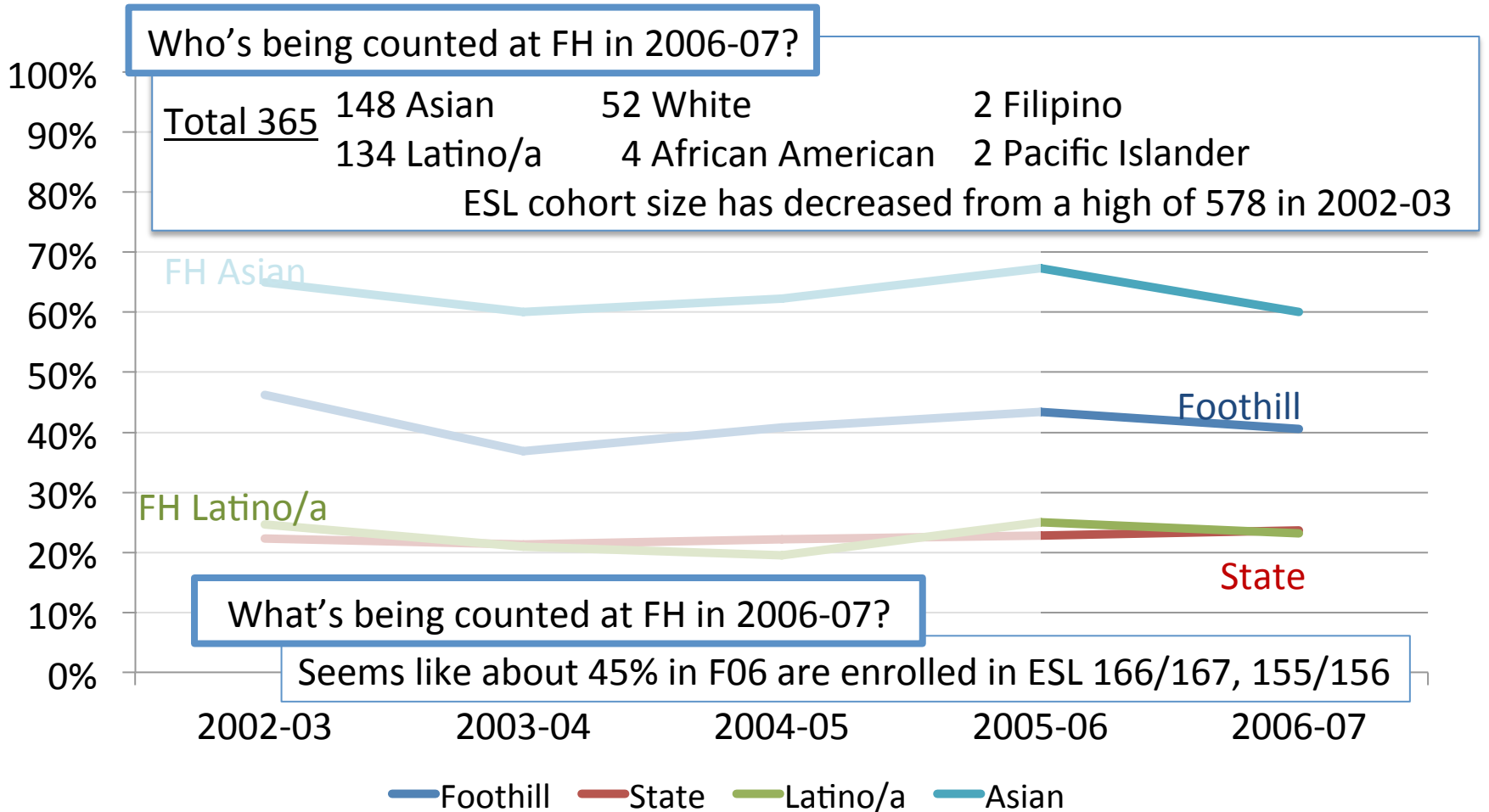
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Note: What was being coded as basic skills (CB21) during this period affects what's being counted at the state level.

Source: 2013 Student Success Scorecard

ESLL

2002-2003 to 2006-2007 Cohorts



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Note: What was being coded as basic skills (CB21) during this period affects what's being counted at the state level.

THE WORK CONTINUES