

# ARCC 2011 Report: College Level Indicators Self-Assessment

## Foothill College

Foothill-De Anza Community College District

### College Self-Assessment / Response

Foothill College, nationally recognized for leadership in community college higher education, serves approximately 18,000 students each fall. In the 2009-10 academic year, students represented a wide variety of backgrounds: 36.3% identified themselves as White, 25.6% Asian/Filipino/Pacific Islander, 12.0% Hispanic, 3.1% African American, and 2.1% Multi-Ethnic.

Foothill is a pioneer in providing access through online distance learning, offering eleven online degree programs with enrollments reaching 5,000. While many colleges offer online courses, few enable students to complete entire degree programs online. Foothill has one of the state's strongest transfer programs, with over 1,000 students transferring to four-year institutions in 2009-10. While UC Davis and UC San Diego are the second and third highest transfer destinations behind San Jose State University, over 500 students also transfer to private and out-of-state institutions. According to the Chancellor's Office Transfer Velocity Data Mart, 53% of the 2004-05 cohort who were tracked for six years transferred, a figure 12% higher than the statewide transfer rate. Foothill also provides strong career and workforce education. Over 600 students earn career certificates and associate degrees each year in a wide variety of disciplines.

Compared to its peers, Foothill ranks higher than the group average in all seven accountability indicators and the highest in two of the indicators—Students Earned 30 Units and Course Completion for Basic Skills Courses (80.5% and 80.7% respectively for 2009-10). Some examples of Foothill's innovative efforts to provide support and address basic skills development include Math My Way, Pass the Torch, and Adaptive Learning's Summer Academy. The decline in Student Progress and Achievement Rate (67.2% in 2008-09 to 64.1% in 2009-10) reflects a drop in the percentage of the cohort that earned a certificate and transferred to four-year institutions. The decline in certificates awarded stems in part from the change in state regulations requiring a minimum number of units for a state approved certificate. The number of certificates awarded will likely increase as new certificates are approved in the next couple years. The transfer rate is impacted by the number of seats available at the CSU and UC systems; Foothill will continue its efforts to increase the number of students completing a certificate and transferring.

To continue progress on student achievement, self assessment, and quality improvement, Foothill has adopted an innovative integrated planning system built around the college's strategic initiatives of building a community of scholars, promoting a collaborative decision-making environment, and putting access into action. The college's core missions reflect its emphasis on basic skills, transfer, workforce development, and stewardship of resources. This commitment builds upon Foothill's tradition of excellence and innovation as it continues to increase student access and achievement. In the current academic year, the planning model is being used to focus resources on the core missions and to create further focus, innovation, and new initiatives in these areas.



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