



# Data Requests: Phase Two

Foothill Cabinet Retreat  
August 24, 2020

FH IRP



# Requests Overview

Shared  
07.28.20

- Success/Withdraw Rates
- AB705
- CARES
- College Promise
- Dual Enrollment
- Student Services Equity Data

Phase  
One  
Data



# Requests Overview

Today  
08.22.20

- Virtual Hub
- Psych Services
- Learning Communities
- College Promise Year 1 Enrollment by Division

Phase  
Two  
Data



# Requests Overview

In  
Progress

- Online Learning
  - Professional Development
- COVID-19 Impact Surveys
- Vfs/SEA Metrics

Phase  
Three  
Data



# College Promise Data

Who are these students?

Are these students being retained?

Follow up question: What are the enrollment patterns (by division)?



# Year 1 Students

**2018-19**

**476**

were in their 1<sup>st</sup> year of CP

**10% African-American**

**49% Latinx**

**47% Male**

**63% Pell Grant**

**6% Dream Act**

**2019-20**

**1109**

were in their 1<sup>st</sup> year of CP

**10% African-American**

**39% Latinx**

**46% Male**

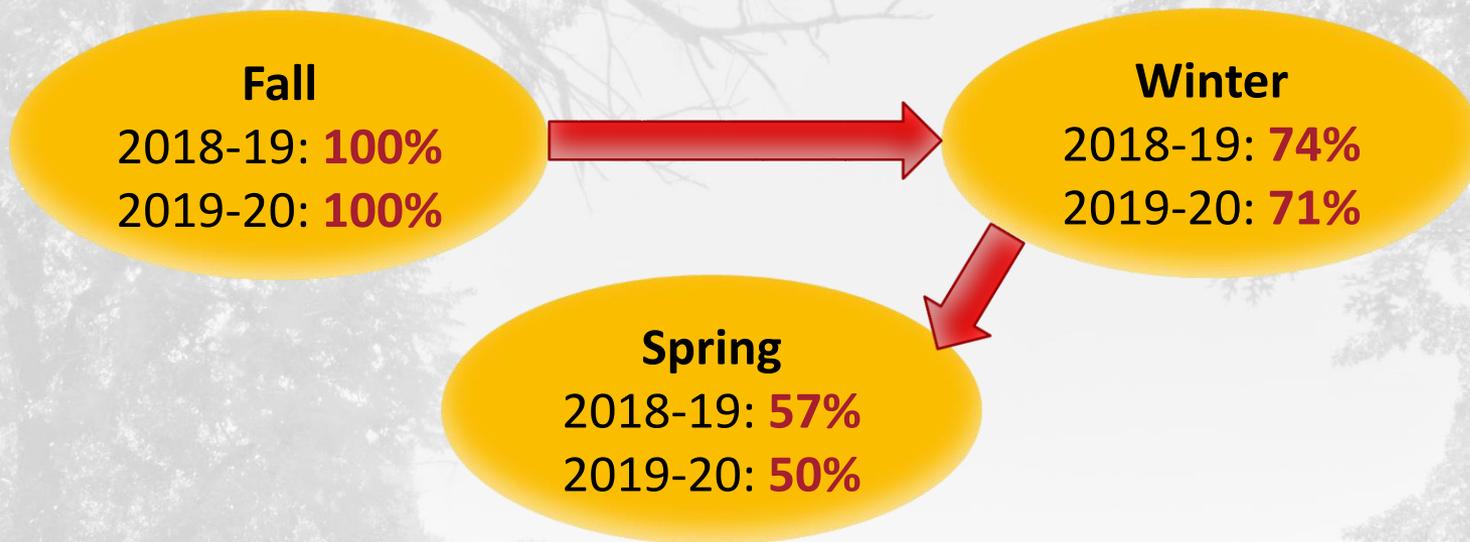
**64% Pell Grant**

**5% Dream Act**

Sources: FH Financial Aid Office, FH IRP ODS



# Year 1 Consecutive Term Enrollment



**WHAT THIS MEANS:** *Among students who enroll in the fall, roughly ½ remain in Spring*

Sources: FH Financial Aid Office, FH IRP ODS.

Full-time status is defined as 12 or more units attempted within the district or DRC student with unit-load accommodation. Percentage calculated out of all College Promise students who began in Fall.



# Year 1 Retention

**2018-19**  
**47%**  
Enroll Fall-Spring

**Fall-Winter**  
**26%**  
Do not continue in CP

**Winter-Spring**  
**16%**  
Do not continue in CP

$\frac{1}{2}$  of students  
lost enroll  
part time  
(Winter/Spring)

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**2019-20**  
**50%**  
Enroll Fall-Spring

**Fall-Winter**  
**29%**  
Do not continue in CP

**Winter-Spring**  
**21%**  
Do not continue in CP

Roughly 1/5 of  
those who start in  
fall do not  
enroll again

**WHAT THIS MEANS:** *More students who do not persist in College Promise leave in Winter term. Among those still enrolled, comparable rates of PT enrollment in Winter. More students enrolled PT in Spring 2020 (16%) compared to Spring 2019 (9%).*

Sources: FH Financial Aid Office, FH IRP ODS. Note: Percents are rounded, so may not sum to totals. | Winter 2019 PT Enr: 71/112 (17%) | Winter 2020 PT Enr: 134/264 (15%)  
2018-19: 32/41 do not reenroll after leaving Winter 2019 (78%); 2 reenroll FT and 7 reenroll PT in Spring 2019 | 2019-20: 111/130 do not reenroll after leaving Winter 2020 (85%); 6 reenroll FT and 13 reenroll PT in Spring 2020



# Year 1 Enrollment by Division

Overall Enrollment doubled from year to year

**2018-19**  
**4738**

**2019-20**  
**9589**

Enr Rate by Division

Out of Total Promise Enr 2019-20

BSS	PSME	LA
<ul style="list-style-type: none"><li>• 27%</li><li>• +5% from 2018-19</li></ul>	<ul style="list-style-type: none"><li>• 22%</li><li>• -3% from 2018-19</li></ul>	<ul style="list-style-type: none"><li>• 17%</li><li>• -3% from 2018-19</li></ul>

Sources: FH Financial Aid Office, FH IRP ODS

BHS: 2018-19 enr 4%; 2019-20 enr 7% | BSS: 2018-19 enr 22%; 2019-20 enr 27% | FAC: 2018-19 enr 12%; 2019-20 enr 14% | GU: 2018-19 enr 5%; 2019-20 enr 4% | KA: 2018-19 enr 10%; 2019-20 enr 7% | LA: 2018-19 enr 20%; 2019-20 enr 17% | PSME: 2018-19 enr 25%; 2019-20 enr 20% | SR: 2018-19 enr 2%; 2019-20 enr 2%.



# Year 1 Enrollment by Division

## Among African American, Filipinx, Latinx

BSS	PSME	LA
<ul style="list-style-type: none"><li>• 28%</li><li>• +8% from 2018-19</li></ul>	<ul style="list-style-type: none"><li>• 23%</li><li>• -3% from 2018-19</li></ul>	<ul style="list-style-type: none"><li>• 18%</li><li>• -3% from 2018-19</li></ul>

**WHAT THIS MEANS:** *Majority enr in BSS, PSME, LA in 2018-19 and 2019-20, and among African-American, Filipinx, Latinx College Promise students. No DI in enr.*

Sources: FH Financial Aid Office, FH IRP ODS

BHS: 2018-19 enr 4%; 2019-20 enr 7% | BSS: 2018-19 enr 20%; 2019-20 enr 28% | FAC: 2018-19 enr 13%; 2019-20 enr 13% | GU: 2018-19 enr 4%; 2019-20 enr 5% | KA: 2018-19 enr 11%; 2019-20 enr 9% | LA: 2018-19 enr 21%; 2019-20 enr 18% | PSME: 2018-19 enr 23%; 2019-20 enr 22% | SR: 2018-19 enr 2%; 2019-20 enr 0%.



# Year 1 Success by Division

Division	All Success		African-American, Filipinx, Latinx Equity Gap	
	2018-19	2019-20	2018-19	2019-20
Biological & Health Sciences	69%	80%	-5%	-4%
Fine Arts & Communications	69%	75%	-9%	-6%
Counseling and Matriculation	90%	86%	-2%	-1%
Language Arts	75%	72%	-5%	-6%
Kinesiology and Athletics	79%	85%	-3%	-2%
Physical Science, Math & Engin	61%	71%	-11%	-14%
Student Resourc & Support Prog	99%	96%	1%	n/a
Business & Social Sciences	66%	68%	-11%	-10%
Overall success rates	70%	74%	-7%	-8%

**WHAT THIS MEANS:** *Most divisions saw higher success rates in 2019-20, but the equity gap increased in LA, PSME, and overall.*



## Virtual Hub Data

What questions were asked?

Who sought help?

Did these students experience course success?



# Virtual Hub aka Student Technology Support Hub

- “...designed by students, for students, to provide and assist in finding support for technology questions related to online learning...”



# Virtual Hub Traffic (April 25 to June 26)

**487**  
total visits

most visited...

month **June**  
day **Tue & Thu**  
hour **Noon to 4pm**

Source: FH Student Affairs & Activities Office; Aggregate visits based on data collected (April 25 to June 26, 2020).

April 2020 = 44 (9%) | May 2020 = 191 (39%) | June 2020 = 252 (52%) | Mon = 98 (20%) | Tue = 107 (22%) | Wed = 97 (20%) | Thu = 104 (21%) | Fri = 64 (13%) | Sat = 10 (2%) | Sun = 7 (1%) | Midnight to 7:59 AM = 0 (0%) | 8:00 AM to 11:59 AM = 137 (28%) | Noon to 3:59 PM = 223 (46%) | 4:00 PM to 7:59 PM = 118 (24%) | 9:00 PM to 11:59 PM = 9 (2%)



# Virtual Hub Traffic: Question Themes

## Access to course info or materials:

- class or tutoring Zoom links
- recorded lectures
- Microsoft suite (Excel, Word)
- Wi-Fi hotspots, computer or calculator loaners
- e-book, immersive reader, XLMiner ToolPak, Pearson MyLab, NetTutor

## Troubleshooting:

- view or submit assignments in Canvas
- Zoom meeting setup, test camera /mic
- MyPortal (error message)
- Canvas (class no longer appears but student is enrolled)
- Chromebook loaner (user account profile is gone)
- how to assign quiz or unlock assignments to select students and not entire class; how to print attendance sheet due to error message [instructors]



# Virtual Hub Traffic: Question Themes

## Non-Technology Related:

- how to apply to FH
- how to enroll (e.g. find registration date in MyPortal), waitlist, audit or drop class
- how to confirm class enrollment or waitlist status
- how to locate available and open classes
- what to do if class and waitlist are both full
- how to “sit in” on waitlisted class on first day of instruction now that classes are online
- how to determine if online classes will be asynchronous or synchronous
- how to find out what textbooks are required
- what is the last day to drop without a W grade



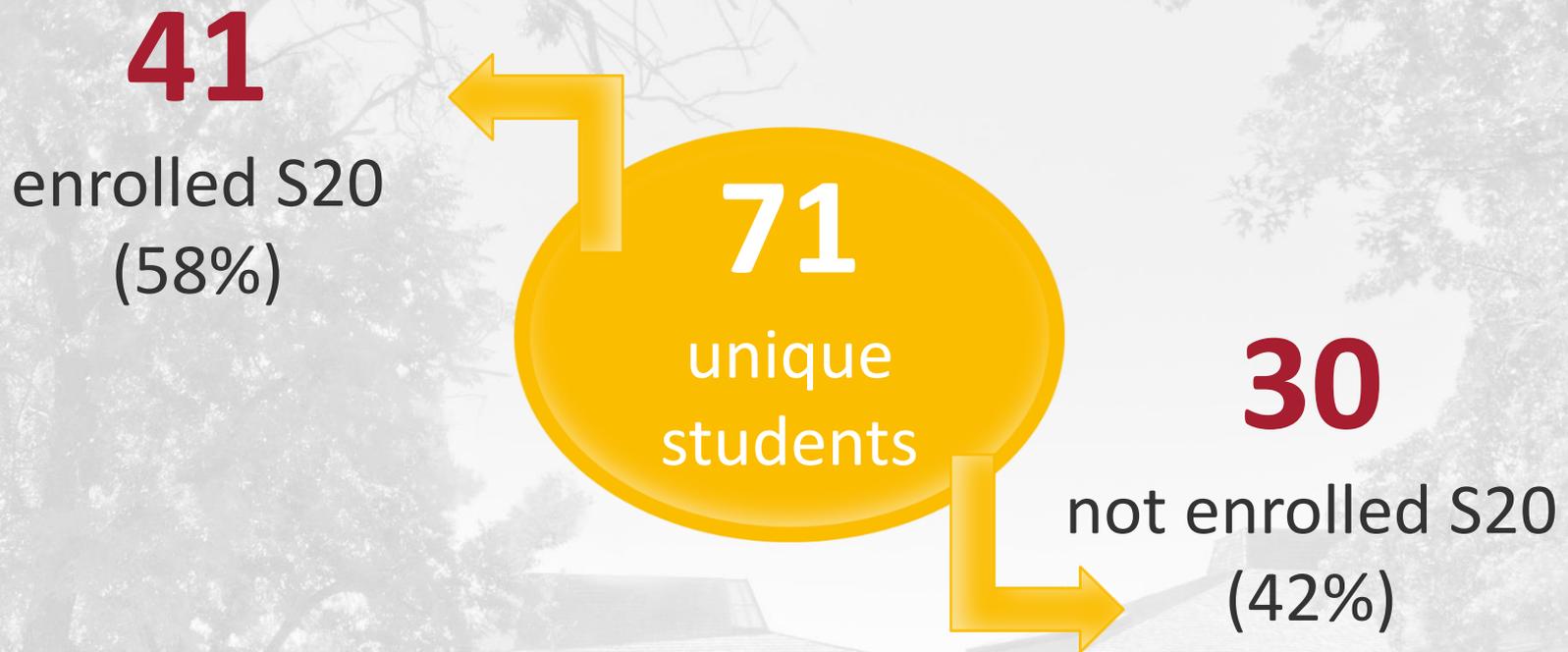
# Virtual Hub Traffic: Question Themes

## Other Non-Technology Miscellaneous:

- how to create a payment plan
- are there fees to see a counselor or psychological services
- what bachelor's degrees are offered
- how to determine if FH classes are accepted at DA or will transfer to UC/CSU
- where to go for transcript-related questions
- what to do next after submitting pre-requisite form or receiving counseling meeting/FAFSA/Chromebook loaner notifications



# Virtual Hub: Students Seeking Help



Counts based from those providing valid CWIDs (see footnote)

Source: FH Student Affairs & Activities Office; S20 week 3 through end of term (April 25 to June 26, 2020). Virtual hub transcript had 128 records (includes duplicated students as students could visit hub more than once). Students were not required to provide CWID. Of the collected CWIDs/Emails (N=86), 71 students were matched to Banner. S20 enrollment includes credit and non-credit. Majority of students enrolled in regular spring rather than second spring.



# Virtual Hub: Students Seeking Help

Of the 71 students who sought help, most are...

**32%**

Asian

**27%**

White

**55%**

Female

**72%**

Not Low  
Income

**70%**

Not First-Gen.  
College

**1x**

Average Visit  
to Hub

Source: FH Student Affairs & Activities Office; S20 week 3 through end of term (April 25 to June 26, 2020).

Low income reflect household income less than \$25,000.

First-generation college indicated their parent/guardian's highest educational attainment is high school or less.

African American = 3 (4%) | Asian = 23 (32%) | Filipinx = 3 (4%) | Latinx = 9 (13%) | Native American = 1 (1%) | Pacific Islander = 0 (0%) |  
White = 19 (27%) | Decline to State = 13 (18%) | Female = 39 (55%) | Male = 31 (44%) | Unknown gender = 1 (1%) | Low Income = 20 (28%) |  
Not Low Income = 51 (72%) | First-Gen. College = 18 (25%) | Not First-Gen. College = 50 (70%) | Unknown First-Gen. College Status = 4 (4%)



# Virtual Hub: Students Seeking Help

## Enrolled S20 (N=41)

- **Asian & White (13 ea.)**
- Latinx (5)
- African American, Filipinx & Decline to State (3 ea.)
- Native American (1)
- **Female (26)**
- Male (14)
- Low income (13)
- **Not low income (28)**
- First-gen. college (11)
- **Not first-gen. college (28)**

## Not Enrolled S20 (N=30)

- **Asian & Decline to State (10 ea.)**
- White (6)
- Latinx (4)
- Female (13)
- **Male (17)**
- Low income (7)
- **Not low income (23)**
- First-gen. college (7)
- **Not first-gen. college (22)**



# Virtual Hub: Students Seeking Help

Students who sought help and enrolled in S20, success rate = 85%.

Student groups whose success rate is less than 85%...

**63%**

African American

**78%**

Low Income

**80%**

Not First-Gen. College

Source: FH Student Affairs & Activities Office; S20 week 3 through end of term (April 25 to June 26, 2020).  
African American = 5/8 (63%) | Asian = 34/40 (85%) | Filipinx = 12/13 (92%) | Latinx = 9/10 (90%) | Native American = 1/1 (100%) | Pacific Islander = 0/0 (0%) | White = 29/34 (85%) | Decline to State = 9/10 (90%) | Female = 60/70 (86%) | Male = 36/43 (84%) | Unknown gender = 3/3 (100%) | Low Income = 25/32 (78%) | Not Low Income = 74/84 (88%) | First-Gen. College = 32/33 (97%) | Not First-Gen. College = 63/79 (80%) | Total = 99/116 (85%)



# Virtual Hub Ambassadors

27 student ambassadors are mostly...



Source: FH Student Affairs & Activities Office; Student ambassadors not limited to those who supported April 25 to June 26, 2020.  
African American = 1 (4%) | Asian = 15 (56%) | Filipinx = 2 (7%) | Latinx = 1 (4%) | Native American = 0 (0%) | Pacific Islander = 1 (4%) |  
White = 5 (19%) | Decline to State = 2 (7%) | Female = 8 (30%) | Male = 18 (67%) | Unknown gender = 1 (4%)



# Psychological Services

Who are these students receiving services?



# Psych Services Students Served

In Spring 2020

**383**

60min sessions

**16**

Drop-In, Triage &  
Crisis

**474**

Total Sessions

Source: FH Psychological Services; FH ODS

African American = 2 | Asian = 28 | Filipinx = 4 | Latinx = 36 | Native American = 2 | Pacific Islander = 2 | White = 31 |  
Decline to State = 3 | Female = 79 | Male = 24 | Non-binary = 2 | Total = 108 unique students



# Psych Services Demographics

The session participants are mostly...



**WHAT THIS MEANS:** African American, Filipinx, Pacific Islander students each represent <2% of students served, accounting for <10 students from each respective group.

Source: FH Psychological Services; FH ODS

African American < 10 (2%) | Asian = 28 (26%) | Filipinx < 10 (4%) | Latinx = 36 (33%) | Native American < 10 (2%) | Pacific Islander < 10 (2%) | White = 31 (29%) | Decline to State < 10 (3%) | Female = 79 (75%) | Male = 24 (23%) | Non-binary < 10 (2%) | | Total = 108 Note: Counts less than 10 students are masked to preserve confidentiality.



# Learning Communities

How do success and retention rates compare year-to-year?



# Puente

- One-year cohort program; serves primarily Latinx.
- English, Counseling and Career Life Planning courses with focus on Latino culture, history and experience.
- Designated counselor to help develop academic goals and explore career options.
- Attend conference(s) and cultural event(s).
- Visits 4-year campuses.



# Puente Students

**28**

students/yr  
AY17 - AY20

**60%**

female  
AY17 - AY20

**65%**

first-gen.  
AY17 - AY20

**40%**

low income  
AY17 - AY20

**30**

students  
2019-20

**63%**

female  
2019-20

**83%**

first-gen.  
2019-20

**40%**

low income  
2019-20

Source: FH IRP

First-generation college indicated their parent/guardian's highest educational attainment is high school or less.

Low income reflect self-reported household income less than \$25,000.

Cohort HC: 2016-17 = 28 | 2017-18 = 28 | 2018-19 = 27 | 2019-20 = 30 | Total (past 4 years) = 113



# Puente: 1-Year Consecutive Term Enrollment in Puente Courses

## Fall

2016-17: **100%**  
2017-18: **100%**  
2018-19: **100%**  
2019-20: **100%**

## Winter

2016-17: **86%**  
2017-18: **81%**  
2018-19: **92%**  
2019-20: **82%**

## Spring

2016-17: **75%**  
2017-18: **73%**  
2018-19: **64%**  
2019-20: **71%**

**7 of 10 students who started Puente in the fall quarter, remained in program through spring.**

Source: FH IRP

Data reflects students who began Puente in the fall quarter at census. Those who started winter quarter are not included.

Data reflect enrollments in Puente courses with all letter grades, including W and EW.

Fall-Winter-Spring HC: 2016-17 = 28-24-21 | 2017-18 = 26-21-19 | 2018-19 = 25-23-16 | 2019-20 = 28-23-20

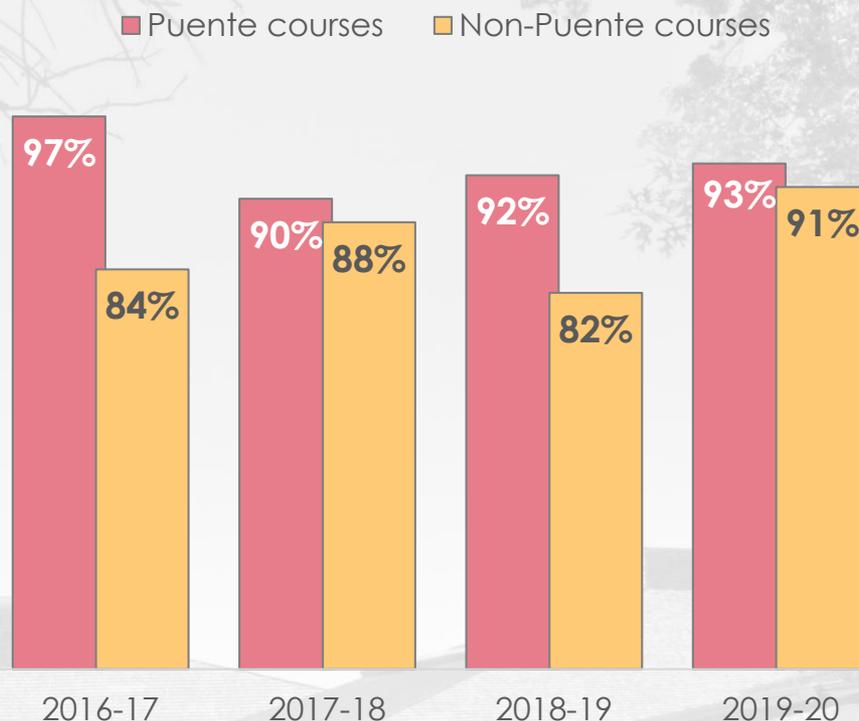


# Puente: Course Retention (annualize)

Puente students are staying in their Puente courses.

Puente students taking *non-Puente* courses, are less likely to remain in their *non-Puente* courses.

Retention gap between Puente and non-Puente courses varies annually (ranging from -13% to -2%).



**Past 4-year retention rate: Puente courses = 93% vs. Non-Puente courses = 87%**

Source: FH IRP

Puente credit enrollments: 2016-17 = 149 | 2017-18 = 164 | 2018-19 = 151 | 2019-20 = 151

Non-Puente credit enrollments: 2016-17 = 106 | 2017-18 = 105 | 2018-19 = 117 | 2019-20 = 186

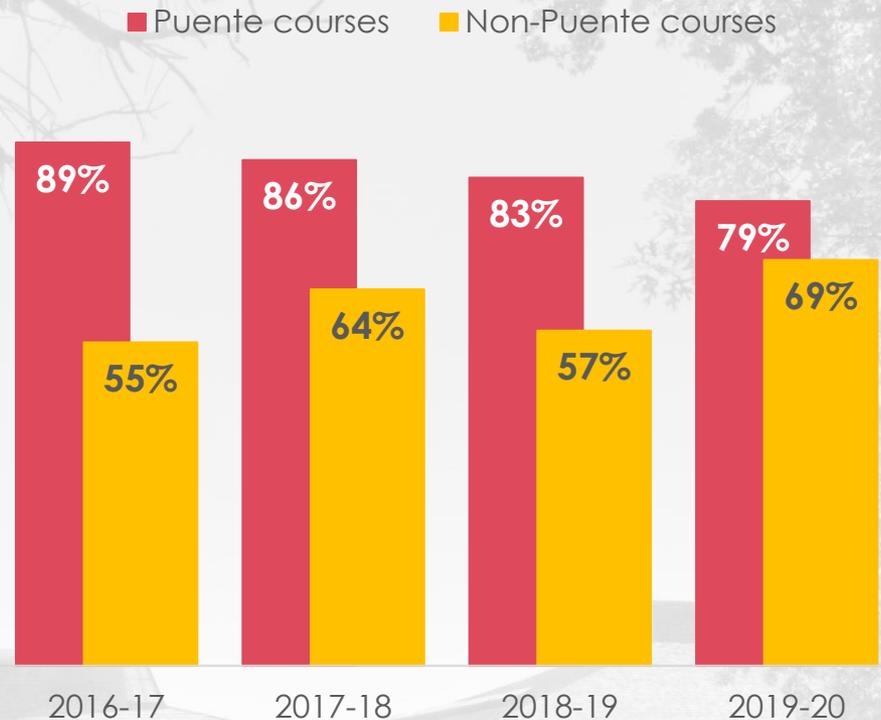


# Puente: Annual Course Success

Puente course success rate is decreasing, 89% to 79%.

Puente students taking *non-Puente* courses saw their success rate improve, 55% to 69%.

- Their *non-Puente* success rate still trails their Puente success rate.
- The most enrolled *non-Puente* course subjects are MATH, CNSL, ENGL & PHED.



**WHAT THIS MEANS:** *Success and Retention in non-Puente courses lower than Puente courses.*

Source: FH IRP

Puente credit enrollments: 2016-17 = 149 | 2017-18 = 164 | 2018-19 = 151 | 2019-20 = 151

Non-Puente credit enrollments: 2016-17 = 106 | 2017-18 = 105 | 2018-19 = 117 | 2019-20 = 186



# *Umoja Community*

- Year-long program; serves primarily African American.
- Curriculum focused on the legacy of the African and African American diasporas.
- Core courses in English, Counseling, Career Life Planning and Communication Studies.
- Non-core but Umoja-friendly courses in Computer Science, Math and Psychology.
- Designated counselor to help develop academic goals and explore career options.
- Attend conference(s) and cultural event(s).
- Visits 4-year campuses (HBCU/UC/CSU).



# Umoja Students

48

students/yr  
AY17 - AY20

73%

male  
AY17 - AY20

41

students  
2019-20

71%

male  
2019-20



## Umoja Students (cont.)

47%

athlete  
AY17 - AY20

35%

first-gen.  
AY17 - AY20

47%

low income  
AY17 - AY20

68%

athlete  
2019-20

37%

first-gen.  
2019-20

34%

low income  
2019-20

Source: FH IRP

First-generation college indicated their parent/guardian's highest educational attainment is high school or less.

Low income reflect household income less than \$25,000.

Program HC: 2016-17 = 59 | 2017-18 = 43 | 2018-19 = 49 | 2019-20 = 41 | Total (past 4 years) = 192



# Umoja: 1-Year Consecutive Term Enrollment in Umoja Courses

<u>Fall</u>
2016-17: <b>100%</b>
2017-18: <b>100%</b>
2018-19: <b>100%</b>
2019-20: <b>100%</b>

<u>Winter</u>
2016-17: <b>68%</b>
2017-18: <b>67%</b>
2018-19: <b>79%</b>
2019-20: <b>24%</b>

<u>Spring</u>
2016-17: <b>45%</b>
2017-18: <b>56%</b>
2018-19: <b>48%</b>
2019-20: <b>12%</b>

Less than half of the students who started Umoja in the fall quarter, remained through spring.

Source: FH IRP

Data reflects students who began Umoja in the fall quarter at census. Those who started winter quarter are not included.

Data reflect enrollments in Umoja courses with all letter grades, including W and EW.

Fall–Winter–Spring HC: HC: 2016-17 = 53–36–24 | 2017-18 = 39–26–22 | 2018-19 = 42–33–20 | 2019-20 = 33–8–4



# Umoja: 1-Year Consecutive Term Enrollment at Foothill (any course)

Umoja students taking Umoja and non-Umoja courses...

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
2016-17: <b>100%</b>	2016-17: <b>83%</b>	2016-17: <b>67%</b>
2017-18: <b>100%</b>	2017-18: <b>93%</b>	2017-18: <b>86%</b>
2018-19: <b>100%</b>	2018-19: <b>89%</b>	2018-19: <b>66%</b>
2019-20: <b>100%</b>	2019-20: <b>91%</b>	2019-20: <b>83%</b>

8 of 10 Umoja students who started in the fall quarter in any credit course, remained through spring.

**WHAT THIS MEANS:** *Umoja program may not be as defined by its curricular components.*

Source: FH IRP

Data reflects students who took any Umoja or non-Umoja credit course in the fall quarter at census. Those who started at Foothill in the winter quarter are not included. Data reflect enrollments in Foothill courses with all letter grades, including W and EW.

Fall–Winter–Spring HC: 2016-17 = 58–48–39 | 2017-18 = 42–39–36 | 2018-19 = 47–42–31 | 2019-20 = 35–32–29

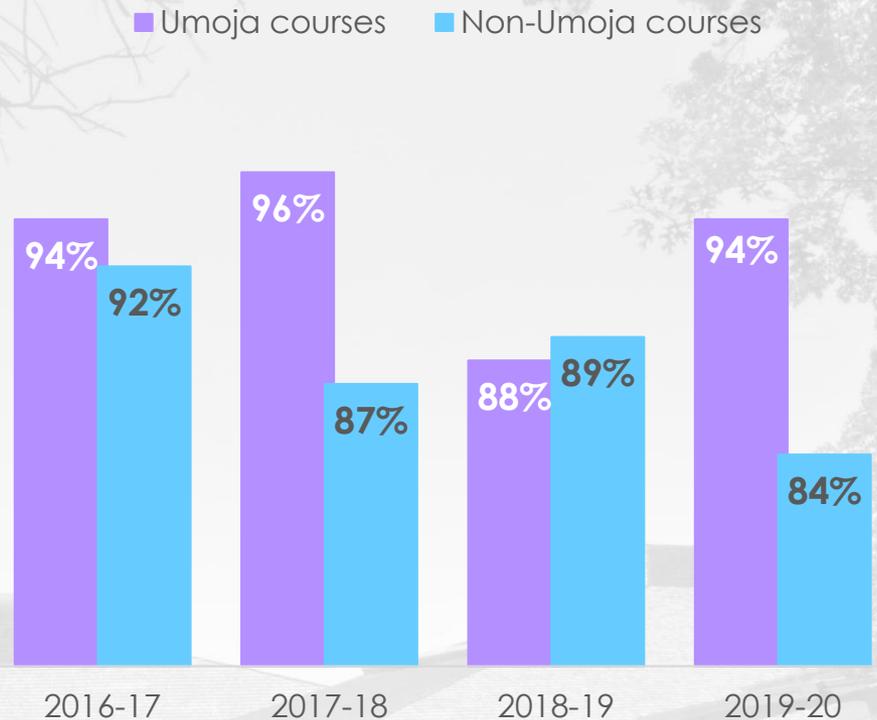


# Umoja: Course Retention (annualize)

Umoja students are staying in their Umoja courses.

Umoja students taking *non-Umoja* courses, are less likely to remain in their *non-Umoja* courses.

*Past 4-year retention rate:*  
*Umoja = 92%*  
*Non-Umoja = 88%*



Source: FH IRP

Umoja credit enrollments: 2016-17 = 156 | 2017-18 = 185 | 2018-19 = 253 | 2019-20 = 135

Non-Umoja credit enrollments: 2016-17 = 342 | 2017-18 = 283 | 2018-19 = 275 | 2019-20 = 289

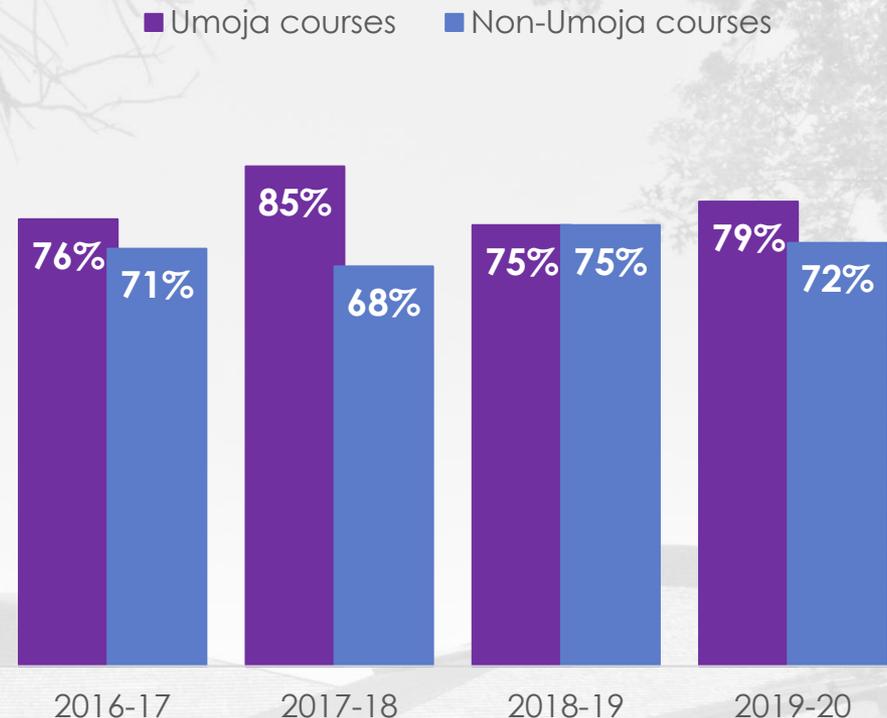


# Umoja: Annual Course Success

Umoja course success rate is improving, 76% to 79%.

Umoja students taking *non-Umoja* courses saw little change to their success rate, 71% to 72%.

- Their *non-Umoja* success rate still trails their Umoja success rate.
- The most enrolled *non-Umoja* course subjects are ATHL, MATH & PSYC.



Source: FH IRP

Umoja credit enrollments: 2016-17 = 156 | 2017-18 = 185 | 2018-19 = 253 | 2019-20 = 135

Non-Umoja credit enrollments: 2016-17 = 342 | 2017-18 = 283 | 2018-19 = 275 | 2019-20 = 289



## Honors

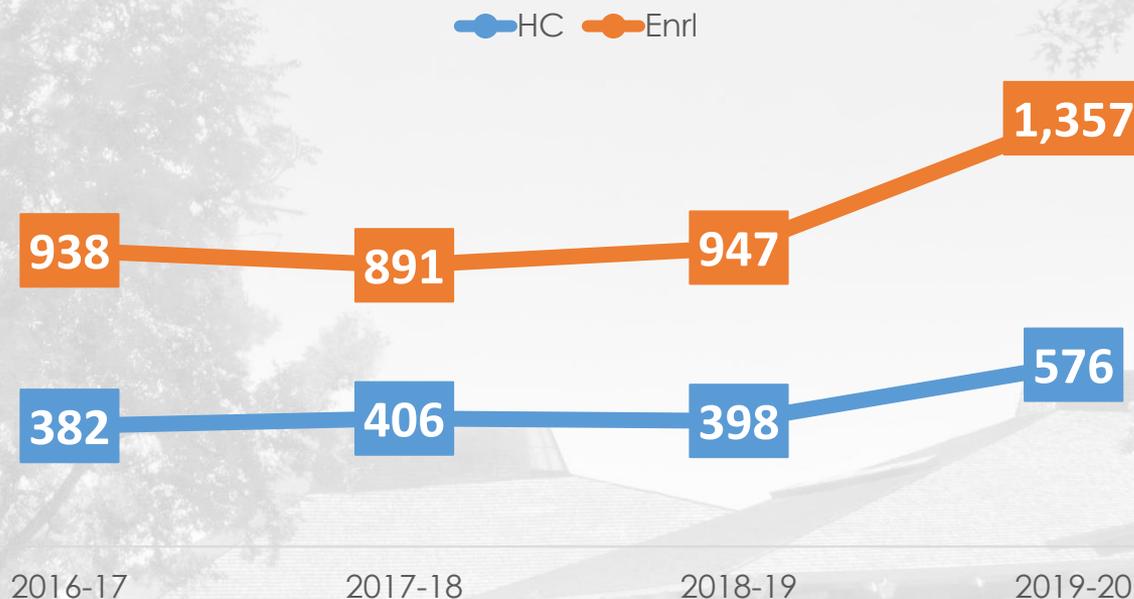
What are the enrollment trends now that honors is open access?  
How do success and retention rates compare year-to-year?



# Honors Enrollment Trends



Honors open access effective Winter 19  
Growth in headcounts and enrollments

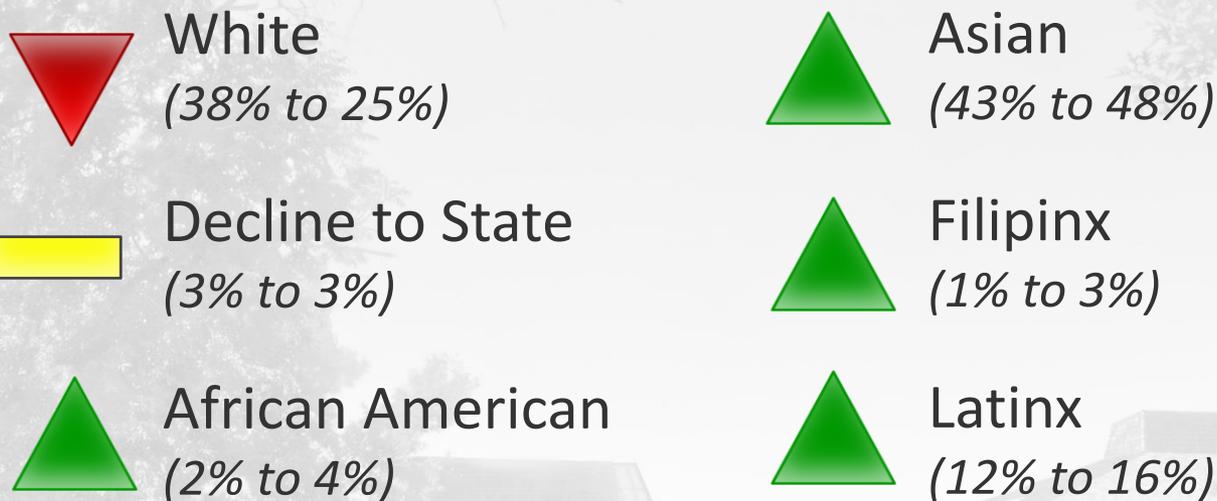


Source: FH IRP  
Honors open access went into effect in W19.  
Honors reflect course subjects that contain a "H" and omits HORT and LINC subjects.



# Honors Enrollment Trends

From 2017-18 (pre-open access) to 2019-20, share of enrollments by ethnicity...



*Honors students mostly Asian + White + female*

Source: FH IRP  
Native American and Pacific Islander are not shown as they combined account for 1% of honors enrollments.  
Enrollments: 2018 = 891 | 2020 = 1,357



# Honors: Course Retention Year-to-Year

2018-19

2019-20

**95%**

Fall

**92%**

**97%**

Winter

**94%**

**96%**

Spring

**90%**

**96%**

Annual

**92%**

AY20 lower retention rates (after open access) — *fewer* students retained in class...



Source: FH IRP

Honors open access went into effect in W19. Foothill became a virtual campus on March 16, 2020 (11<sup>th</sup> week of W20).

Retention reflect students at census who earned grades A, B, C, D, F, FW, I, NP, P or RD. Those not retained, received grades W or EW. Annual retention rate includes summer term.

Enrollments: F18 = 352; F19 = 482 | W19 = 247; W20 = 328 | S19 = 326; S20 = 459 | AY19 = 947; AY20 = 1,357



# Honors: Course Success Year-to-Year

...and decrease to course success.

2018-19

2019-20

**91%**

Fall

**88%**

**91%**

Winter

**89%**

**93%**

Spring

**85%**

**91%**

Annual

**87%**

Source: FH IRP

Honors open access went into effect in W19. Foothill became a virtual campus on March 16, 2020 (11<sup>th</sup> week of W20).  
Enrollments reflect all letter grades, including W and EW. Annual course success rate includes summer term.

Enrollments: F18 = 352; F19 = 482 | W19 = 247; W20 = 328 | S19 = 326; S20 = 459 | AY19 = 947; AY20 = 1,357



# Honors: Course Success Trend

Even though lower course success rate, the *counts* of successes has increased.



Source: FH IRP

Honors open access went into effect in W19.

Enrollments reflect all letter grades, including W and EW. Annual course success rate includes summer term.

Total enrollments: 2016-17 = 938 | 2017-18 = 891 | 2018-19 = 947 | 2019-20 = 1,357



# Honors: Course Success by Ethnicity

The *difference* in completion rates by ethnic groups compared to the average (+/-), continues to vary.

For context: <60 African American students enrolled in honors annually compared to >600 Asian students.

	AY17	AY18	AY19	AY20
<i>success rate</i>	(89%)	(90%)	(91%)	(87%)
<b>Asian</b>	+4 (93%)	+3 (93%)	+2 (93%)	+5 (92%)
<b>White</b>	- (89%)	-1 (89%)	- (91%)	-1 (86%)
<b>Latinx</b>	-6 (83%)	-9 (81%)	-6 (85%)	-7 (80%)
<b>African American</b>	-1 (88%)	-1 (89%)	-3 (94%)	-14 (73%)

Add'l successes needed for 100% course success...

+46

+44

+15

Source: FH IRP

Top 4 most enrolled ethnic student groups shown. Enrollments reflect all letter grades, including W and EW.

Asian: AY17 = 317 | AY18 = 382 | AY19 = 472 | AY20 = 648 / White: AY17 = 332 | AY18 = 335 | AY19 = 270 | AY20 = 334

Latinx: AY17 = 149 | AY18 = 106 | AY19 = 135 | AY20 = 222 / African American: AY17 = 16 | AY18 = 18 | AY19 = 17 | AY20 = 55



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