# Student Progress and Success

- How do we facilitate their progress?

- How do we show they are part of our community?

- Do our equity interventions enhance success and progress?

Data Overview

- Initiatives along the student pathway
  - Dual Enrollment
  - College Promise
  - AB 705
  - Learning Communities
  - Return to Campus

3

Source: FH IRP | African American and Black are used interchangeably.

Initiatives:
Dual Enrollment (CCAP/MOU)

All Dual Enrollment Students

5%
2019-20

→

+164
students

7%
2020-21

As part of 2020-21 total student population, 4% are CCAP/MOU dual headcount.

CCAP/MOU Students

3,058

2,195

+34%
Change in Enr

1,099

2,273

+14%
Change in HC

2019-20   2020-21

━●━Headcount   ━●━Enrollment
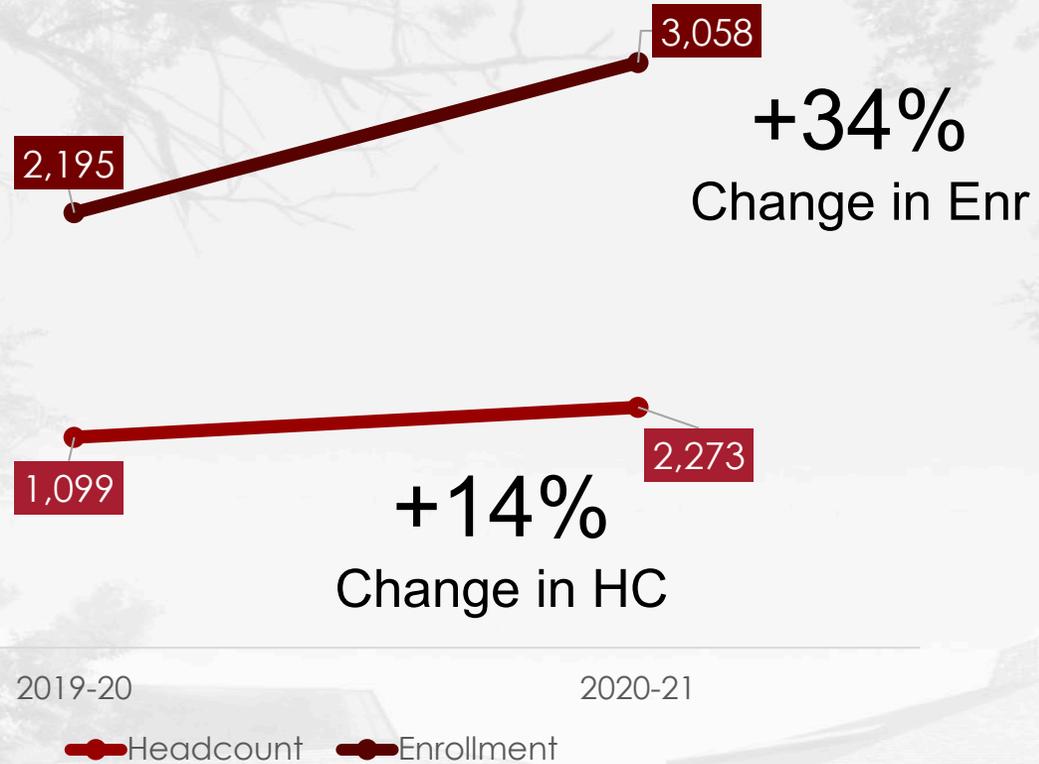
Dual Enr growth continues; adding 39 sections
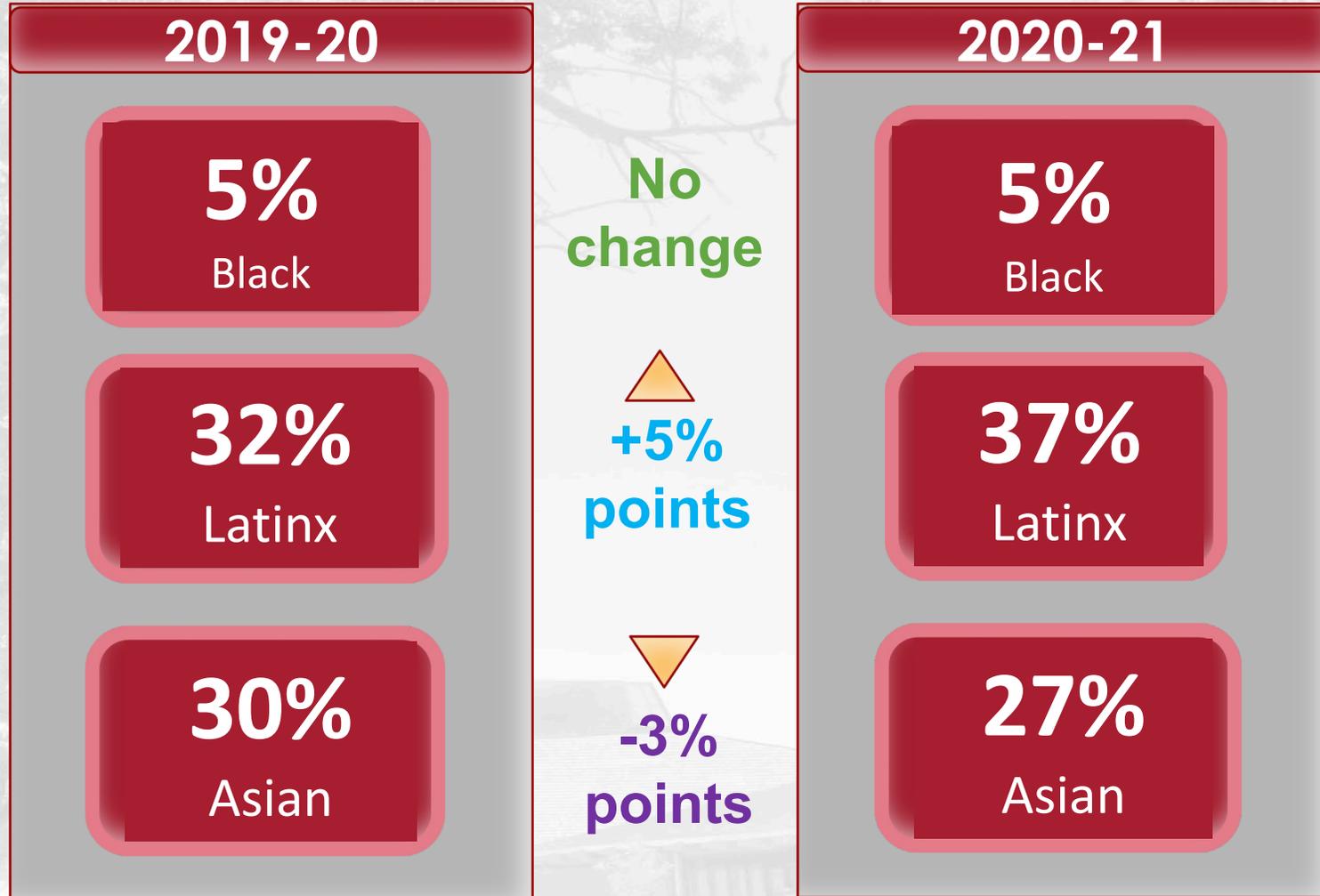
Source: FH IRP | Includes all terms.
D-designated courses are flagged with a "D" in the section number and are primarily taught on high school sites through MOU/CCAP agreements. Enrollments reflect credit classes. | 2019-20: 86 sections; 18 HS | 2020-20: 125 sections; 17 HS

CCAP/MOU Headcount 2019-20 vs. 2020-21

2019-20

5%
Black

32%
Latinx

30%
Asian

No change

▲ +5% points

▼ -3% points

## 2020-21

5%
Black

37%
Latinx

27%
Asian

Source: FH IRP | All terms are included.
2019-20 DE HC: 1,099 | Asian=285 (30%); Black=55 (5%); Filipinx=42 (4%); Latinx=407 (32%); Pacific Islander=29 (2%); White=257 (24%)
2020-21 DE HC: 1,256 | Asian=283 (27%); Black=59 (5%); Filipinx=33 (3%); Latinx=534 (37%); Pacific Islander=18 (2%); White=296 (24%)

CCAP/MOU Headcount 2019-20 vs. 2020-21
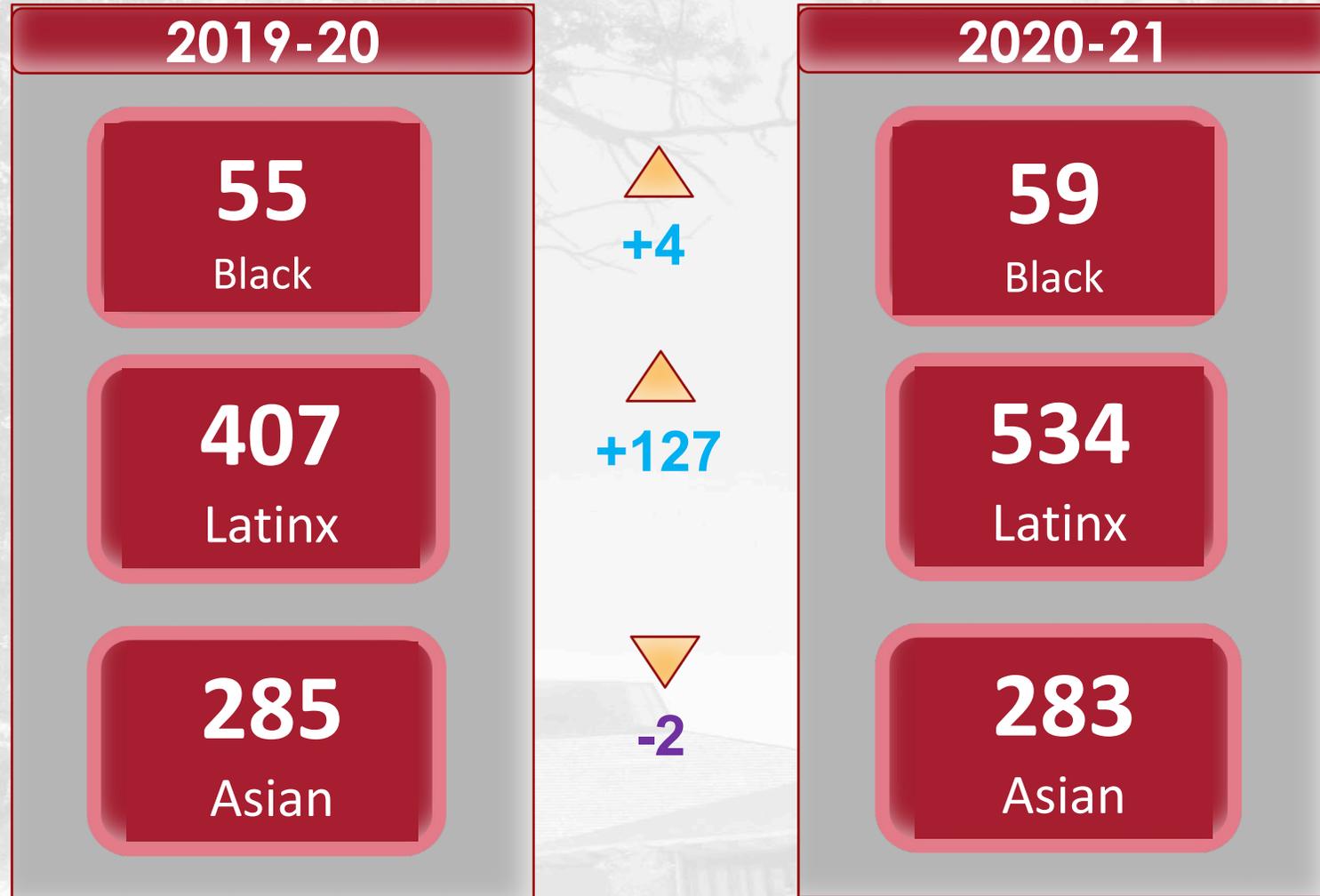
2019-20		2020-21
55 Black	▲ +4	**59** Black
407 Latinx	▲ +127	**534** Latinx
285 Asian	▼ -2	**283** Asian

Source: FH IRP | All terms are included.
2019-20 DE HC: 1,099 | Asian=285 (30%); Black=55 (5%); Filipinx=42 (4%); Latinx=407 (32%); Pacific Islander=29 (2%); White=257 (24%)
2020-21 DE HC: 1,256 | Asian=283 (27%); Black=59 (5%); Filipinx=33 (3%); Latinx=534 (37%); Pacific Islander=18 (2%); White=296 (24%)

# CCAP/MOU Student Course Success

94%
2019-20

→

86%
2020-21

Success rates have declined accounted for by lower completion in BUSI, GID, SPAN

Source: FH IRP | All terms are included.

CCAP/MOU Course Success 2019-20 vs. 2020-21

2019-20		2020-21
89% Black	▽ **-10% points**	**79%** Black
89% Latinx	▽ **-12% points**	**77%** Latinx
98% Asian	▽ **-2% points**	**96%** Asian

Source: FH IRP | All terms included.
2019-20 DE success rates=98% | Black=89%; Asian=98%; Filipinx=97%; Latinx=89%; Pacific Islander=88%; White=97%
2020-21 DE success rates=86% | Black=79%; Asian=96%; Filipinx=80%; Latinx=77%; Pacific Islander=80%; White=92%
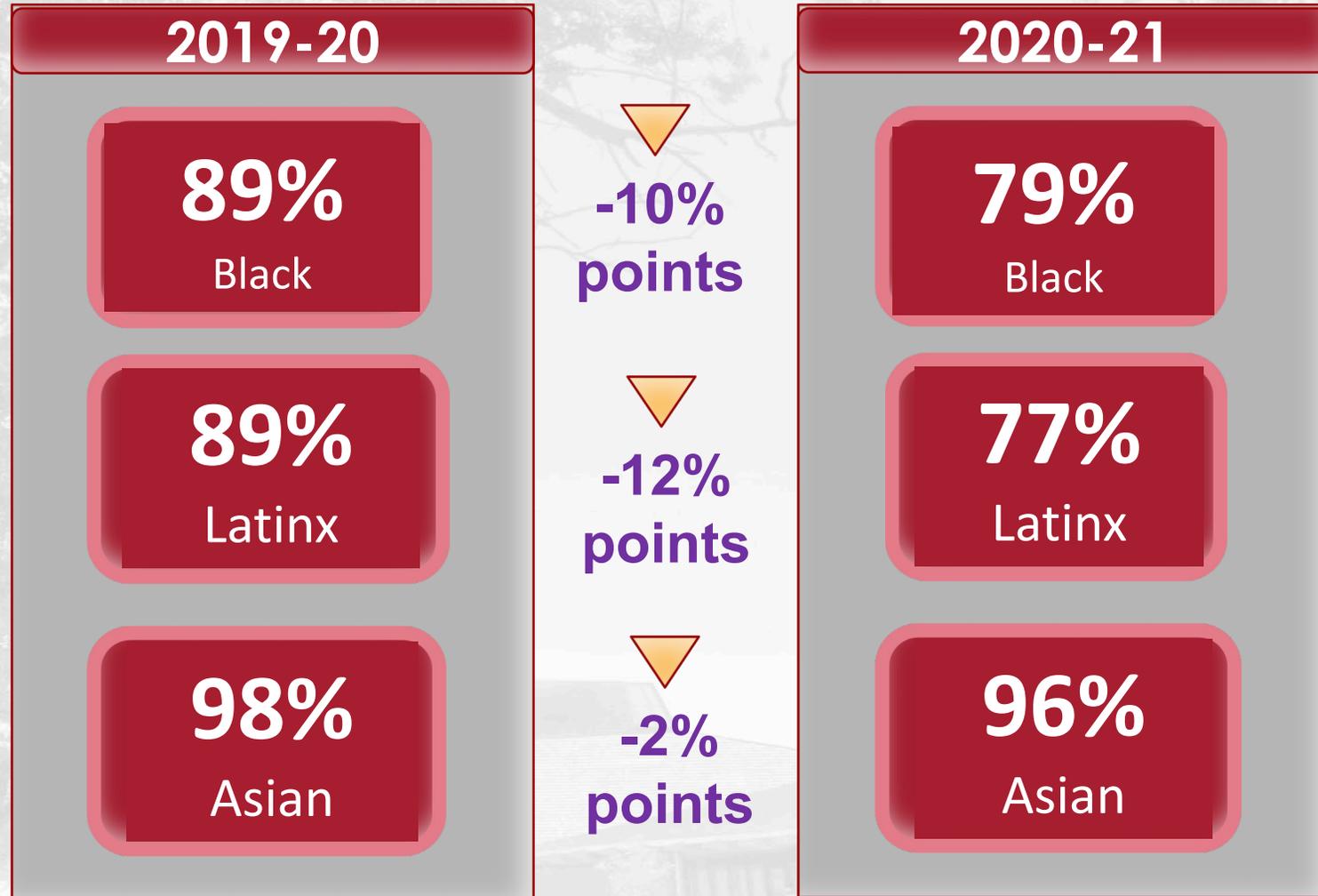
Initiatives: College Promise

College Promise

- First–time students
  - Qualify for in-state tuition
  - Enroll full-time
  - Course material funding for some students

- Implementation began 2018-19

- In 2020-21, students could re-enter the program if they resumed full-time status.

- Eligibility remains two years from first year of enrollment.

Growth of College Promise

Number of first-year students has doubled since 2018-19

Number of second-year students has tripled since 2019-20

First Year: 469 (2018-19), 973 (2019-20), 978 (2020-21)

Second Year: 195 (2019-20), 615 (2020-21)

Legend: 2018-19, 2019-20, 2020-21

13
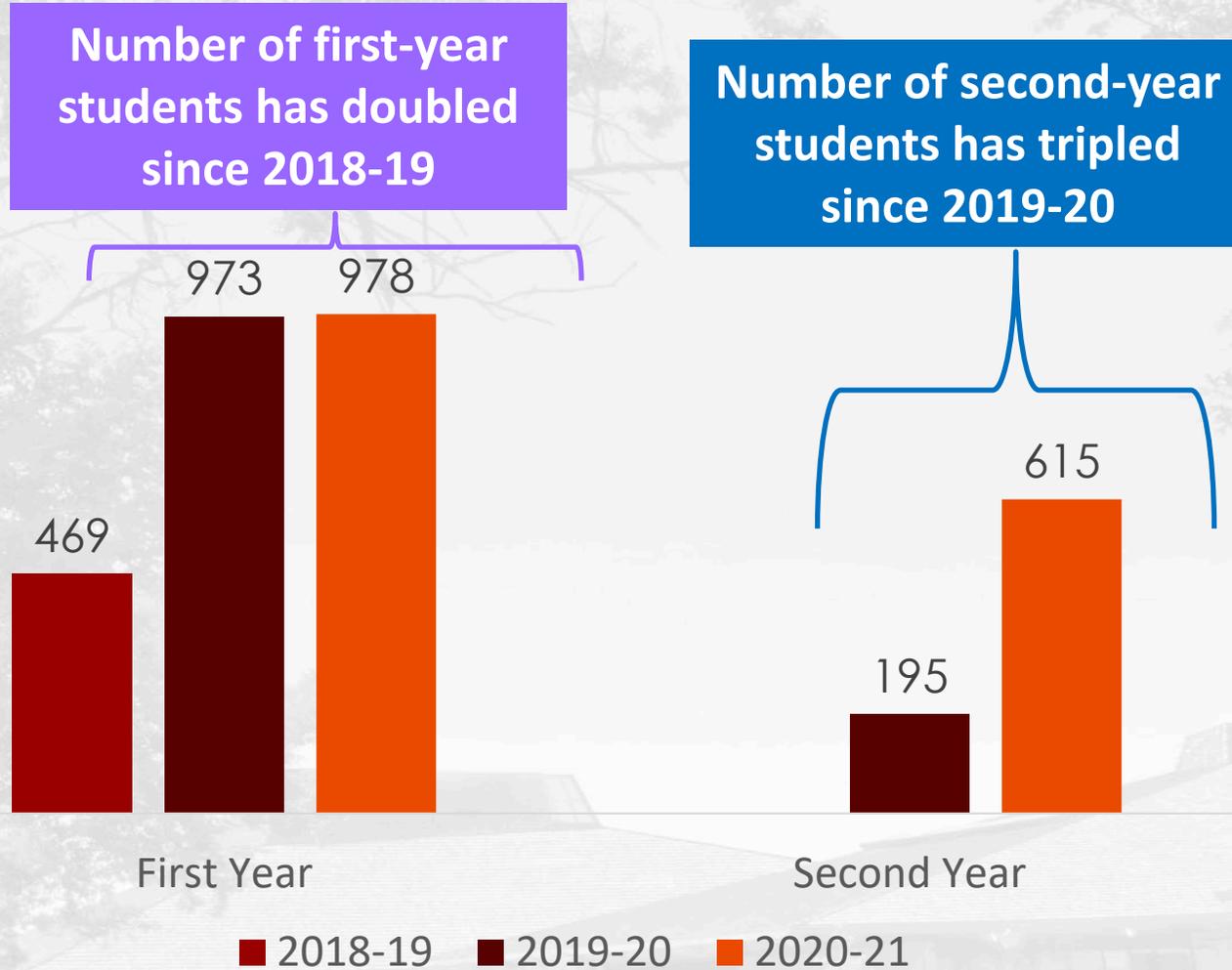
Sources: FH Financial Aid Office, FH IRP. In 2020-21, students who dropped below full-time status or did not enroll were able to resume College Promise if they resumed full-time status and remained otherwise qualified. Numbers may be different from prior reports due to a change in methodology.

First-Year College Promise Students

2019-20		2020-21
9% African-American	▽ **-2% points**	**7%** African-American
5% Filipinx	**No change**	**5%** Filipinx
39% Latinx	▽ **-1% point**	**38%** Latinx

14

Sources: FH Financial Aid Office, FH IRP. Numbers may be different from prior reports due to a change in methodology.

First-Year College Promise Students

2019-20		2020-21

46%
Male

▽ -2% points

44%
Male

65%
Pell Grant

▽ -7% points

58%
Pell Grant

5%
Dream Act

▽ -2% points

3%
Dream Act

15

Sources: FH Financial Aid Office, FH IRP. Numbers may be different from prior reports due to a change in methodology.
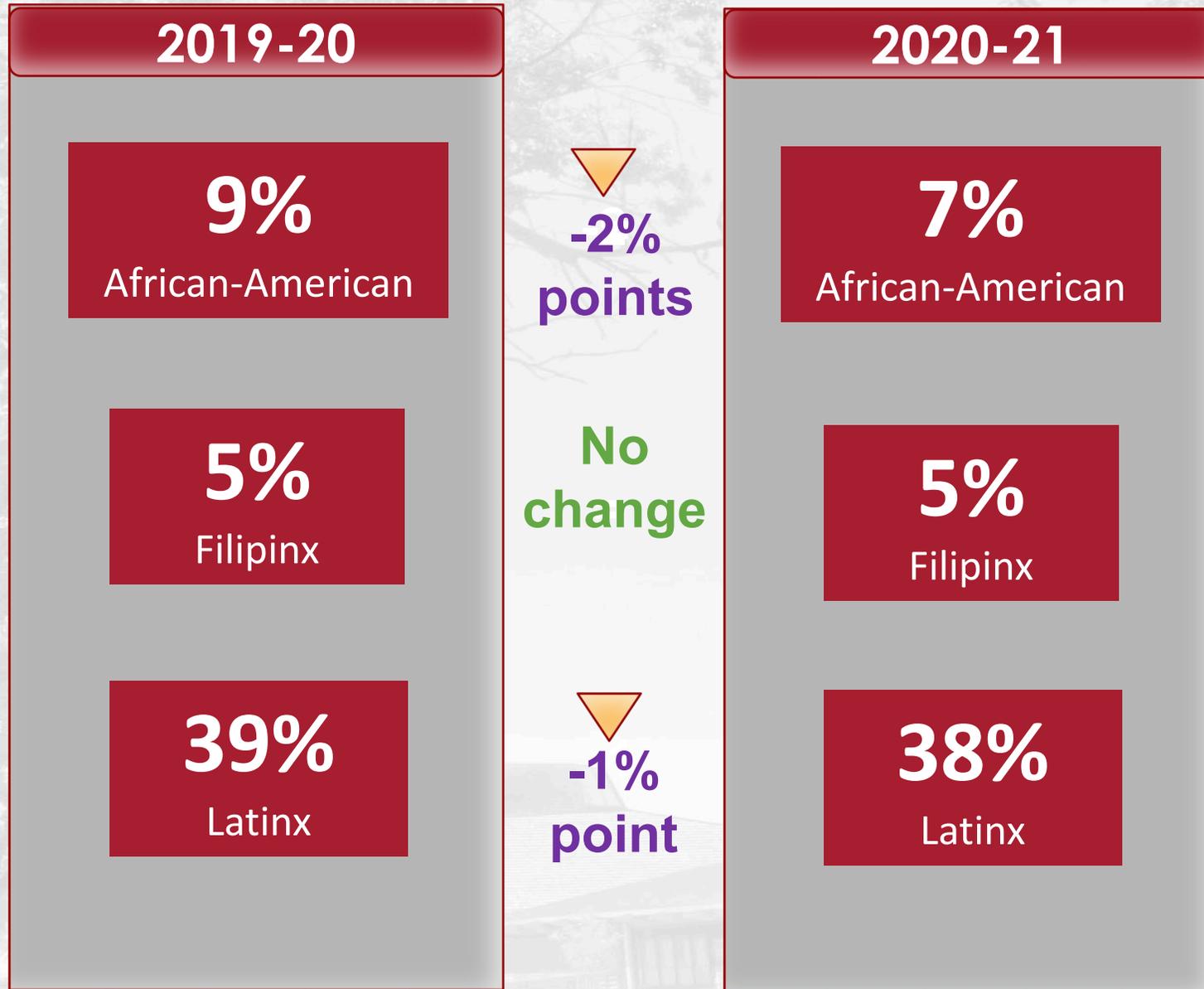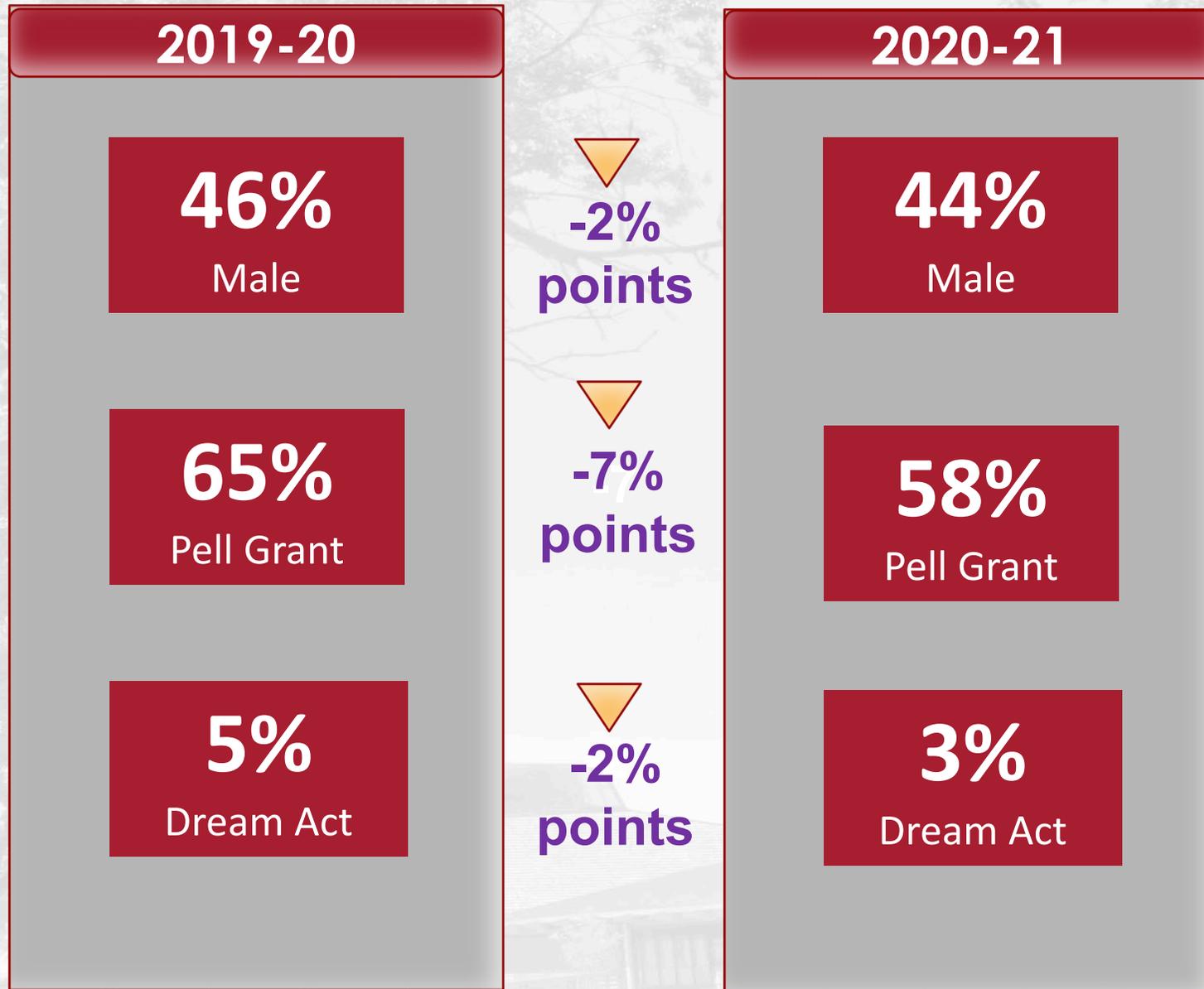
College Promise Year 1 Persistence

Persistence was higher in 2019-20

2019-20

Fall 100% → **Winter 84%** → **Spring 71%**

2020-21

Fall 100% → **Winter 72%** → **Spring 61%**

Spring 5%

In 2020-21, students were able to return to College Promise if they resumed full-time status.

16

College Promise Year 1 Persistence Fall to Spring by Ethnicity

2019-20

Total Spring 71%

Asian	White	African American	Filipinx	Latinx	Pacific Islander
83%	80%	63%	75%	61%	71%

Equity gaps

2020-21

Total Spring 66%

Asian	White	African American	Filipinx	Latinx	Pacific Islander
76%	70%	53%	66%	60%	52%
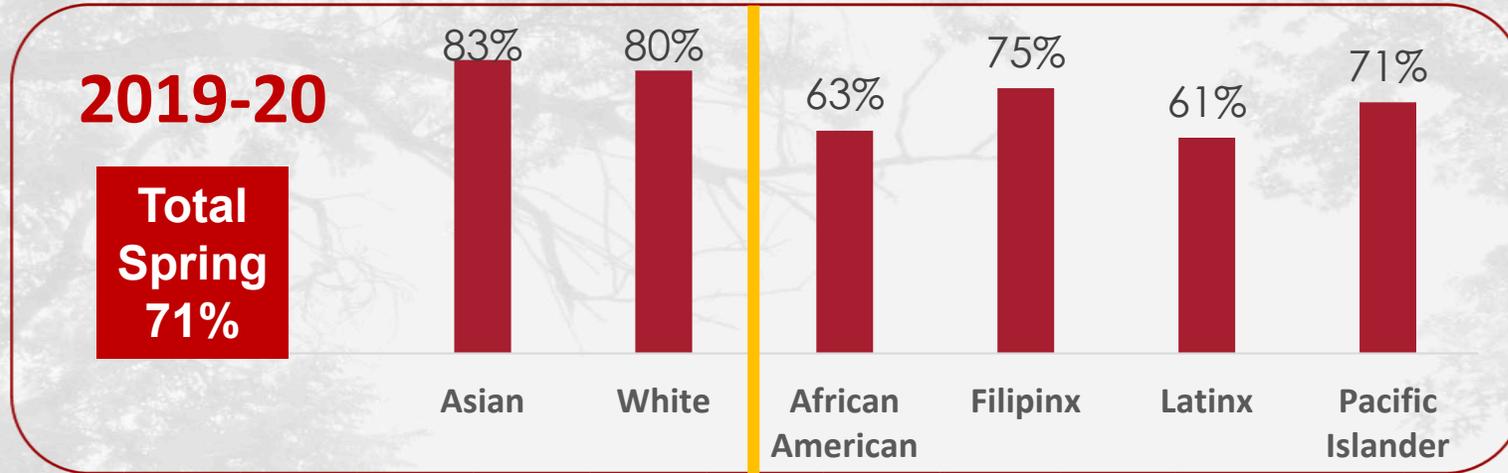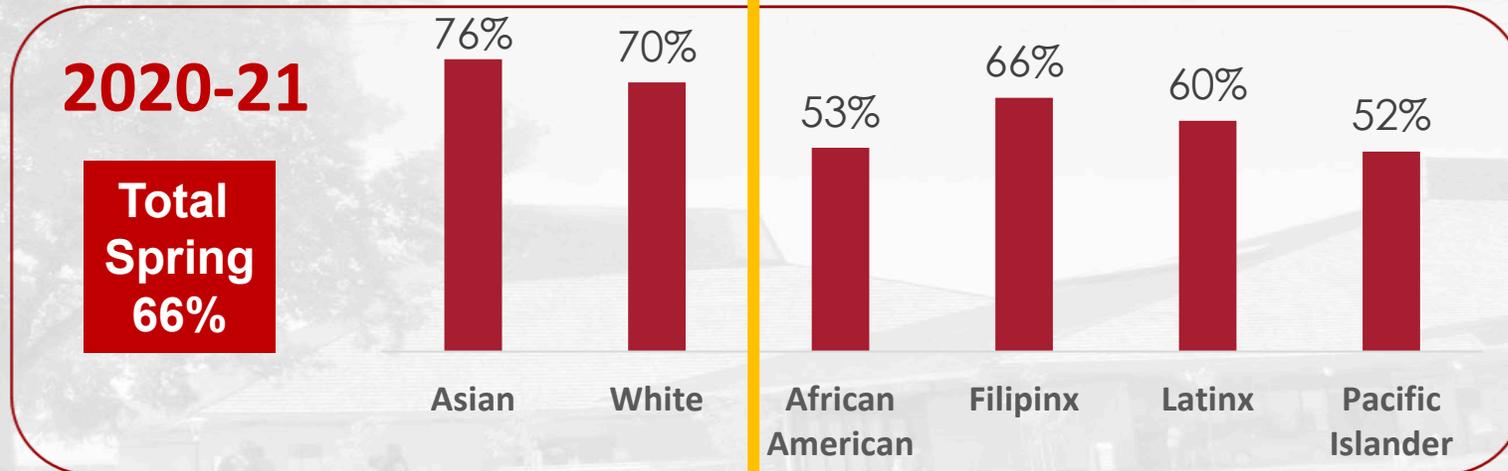
Sources: Out of students who began their first year of College Promise in Fall, the percent who remained in College Promise in Spring. In 2020-21, students who dropped below full-time status or did not enroll were able to resume College Promise if they resumed full-time status and remained otherwise qualified. Numbers may be different from prior reports due to a change in methodology. Native American not shown due to low HC (n<5).

College Promise
Year 1 to Year 2 Persistence

2018-19 to 2019-20 → **33%** remained in College Promise

African-American: 13%
Filipinx: 30%
Latinx: 28%

Increase in the percent of students who persist from Year 1 to Year 2 in 2020-21

Equity gaps improved for persisting to Year 2 in 2020-21

2019-20 to 2020-21 → **52%** remained in College Promise

African-American: 40%
Filipinx: 55%
Latinx: 53%

Sources: FH Financial Aid Office, FH IRP. Out of all students who were in their first year of College Promise in the beginning year, the percent who persisted to a second year of College Promise at Foothill in the next year. Students who did not persist in College Promise may have remained enrolled, or may have transferred their College Promise. Numbers may be different from prior reports due to a change in methodology.

# Initiatives: AB 705

AB 705: Math

- Fully implemented in Fall 2018

- All students are placed into:
  - MATH 10
  - MATH 48 w/co-req

- Some below transfer level courses are still available (self-placement only).

Math BSTEM Course Success (Entry Courses)

Decreased success for MATH 48A w/coreq (2020-21)

Increased success for MATH 48A (2020-21)

	105	48A w/coreq	48A	All BSTEM Math
2019-20	60%	66%	63%	62%
2020-21	58%	48%	68%	57%

■ 2019-20 ■ 2020-21

MATH 48A w/coreq success rates by Ethnicity:

	2019-20	Diff.	2020-21
Asian	73%	⬇ -11pts	62%
White	84%	⬇ -24pts	60%
Latinx	52%	⬇ -21pts	31%

MATH 48A success rates by Ethnicity:

	2019-20	Diff.	2020-21
Asian	70%	⬆ +9pts	79%
White	70%	⬆ +6pts	76%
Latinx	52%	⬆ +8pts	60%
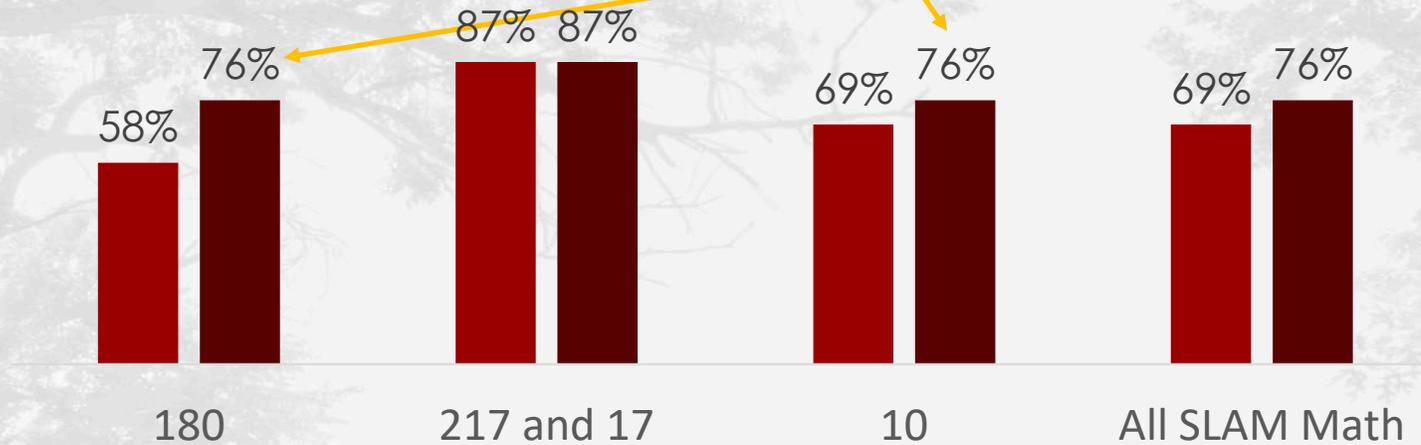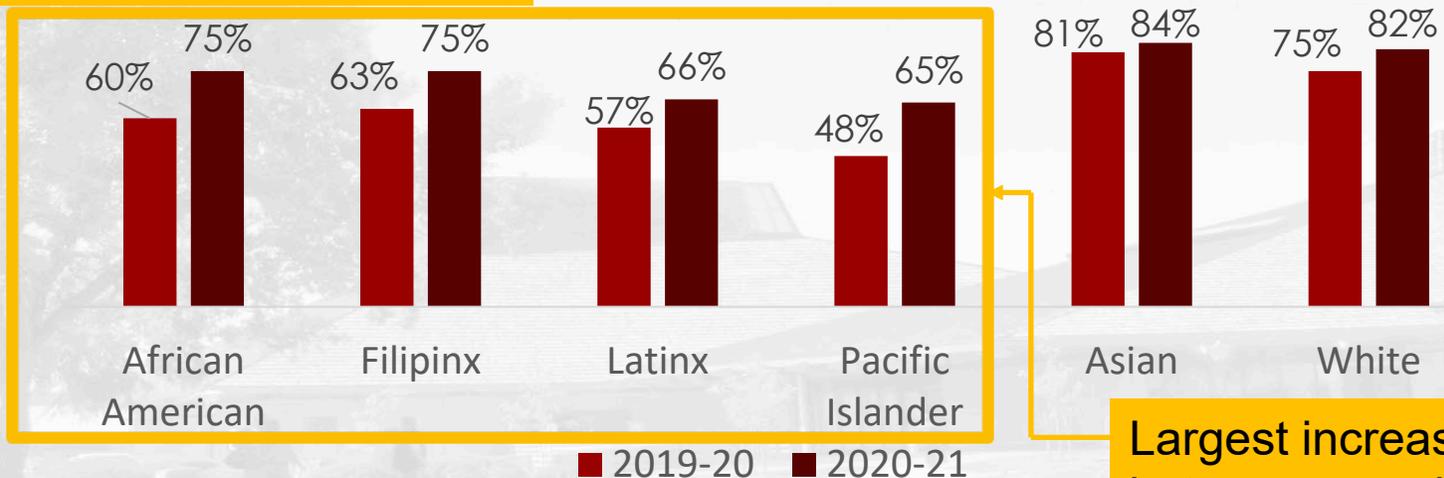
Equity gaps remain

Source: FH IRP | Math BSTEM courses included are MATH 105, MATH 48A w/coreq, and MATH 48A. Enrollments Summer-Spring.

Math % Achieved Throughput

Throughput increased in 2020-21, but equity gaps persist
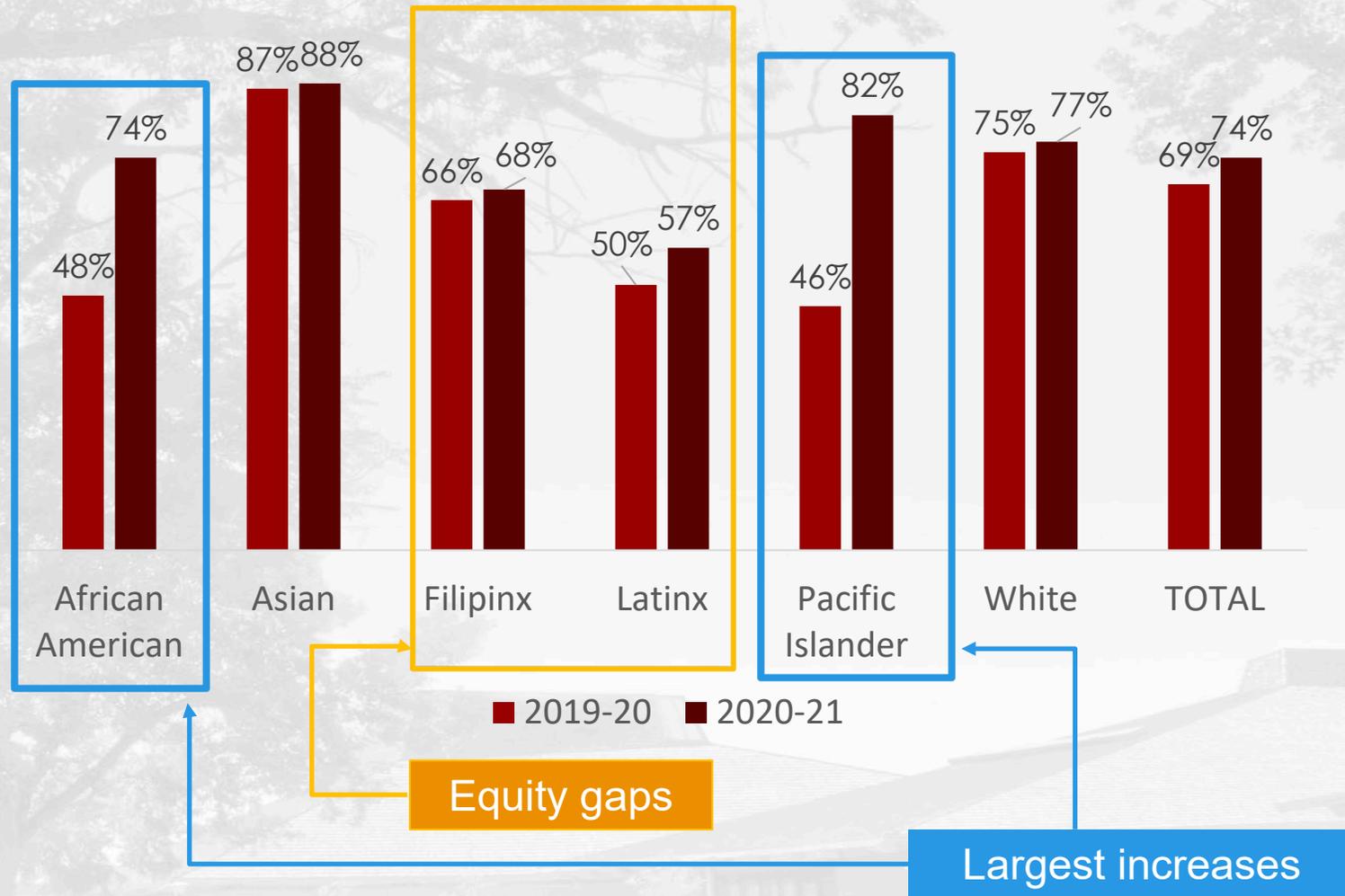
African American: 48%, 74%
Asian: 87%, 88%
Filipinx: 66%, 68%
Latinx: 50%, 57%
Pacific Islander: 46%, 82%
White: 75%, 77%
TOTAL: 69%, 74%

■ 2019-20 ■ 2020-21

Equity gaps

Largest increases

Source: FH IRP. Out of all students who began the math sequence in Fall, the percent who successfully completed a transfer-level math course by Spring. Foothill College data only. Math began full AB705 implementation in Fall 2018. Native American not included due to low enrollment (*n* = 8 in AY21).

2020-21 Math Throughput by Level of First Course

Throughput is higher when first course is transfer-level

81%

21%

First Course Not Transfer-Level

First Course Transfer-Level

■ African American ■ Asian ■ Filipinx ■ Latinx ■ Pacific Islander ■ White ■ TOTAL
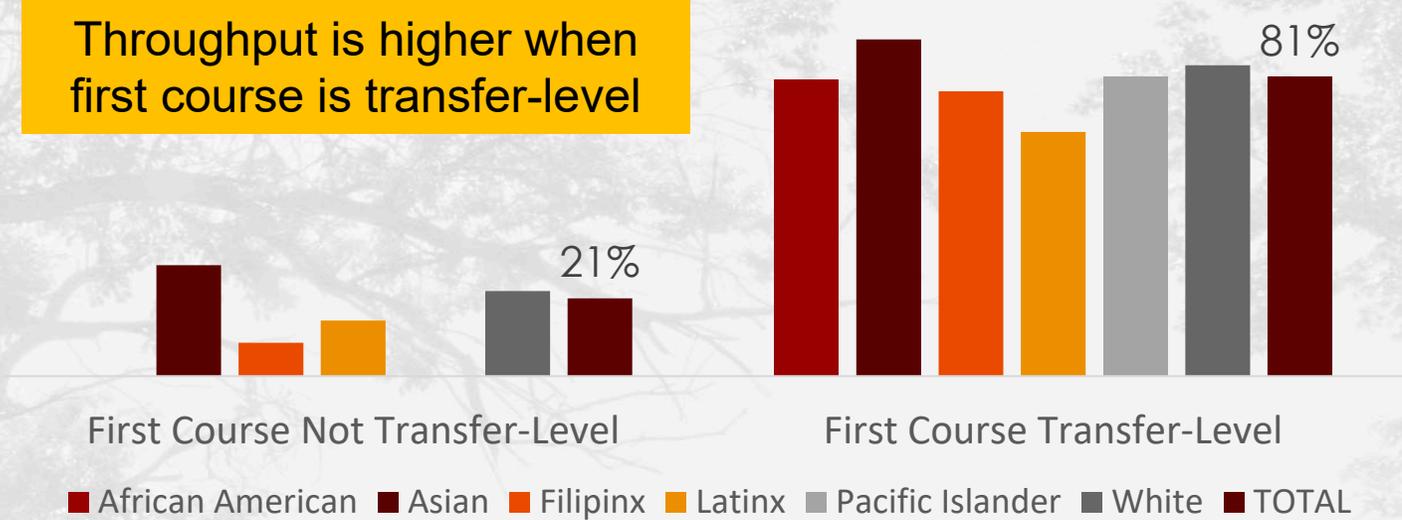
2020-21 Percent Whose First Course was Transfer-Level

Less likely to begin with transfer-level math

	87%	85%	82%	94%	94%	90%	89%
	African American	Filipinx	Latinx	Pacific Islander	Asian	White	TOTAL

24
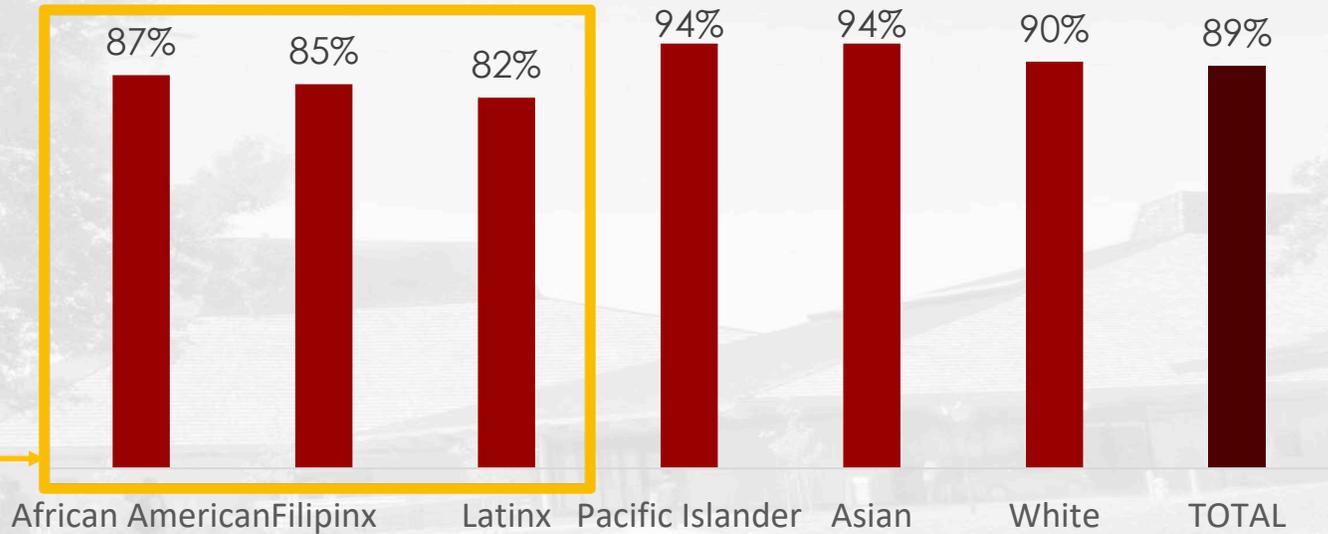
Source: FH IRP. Out of all students who began the math sequence in Fall 2020 with the course, the percent who successfully completed a transfer-level math course by Spring 2021. All students are placed into transfer-level math. Groups with *n* < 10 masked from graphs.

Example: African-American math throughput increased in 2020-21 and first course was more likely to be transfer-level:

First math course of African-American students		
	2019-20	**2020-21**
Transfer-level		
Math 48B or higher	15%	13%
Math 48A	5%	**17%**
Math 10	52%	**57%**
Not transfer-level		
Math 105	15%	**11%**
Math 180	10%	**2%**
Math 217	3%	**0%**

Increased enrollment in MATH 48A and MATH 10

Decreased enrollment in MATH 105, MATH 180, MATH 217

Source: FH IRP. Out of all African-American students who began the math sequence in Fall, which math course they took first.

# AB 705: English

- Fully implemented in Fall 2019

- Students placed into:
 - ENGL 1S w/co-req
  - ENGL 1A w/co-req
  - ENGL 1A

Source: FH IRP. English Comp courses are ENGL 1A Honors, ENGL 1A, ENGL 1A w/coreq, ENGL 1S, and ENGL 1T. Coreq for ENGL 1A = ENGL 246A in AY20 and NCEN 401A in AY21. ENGL 1A with ESLL coreq (ESLL 201A) was not included in the analyses.

English Comp Course Success

Increased success in ENGL 1A w/coreq in 2020-21

Decreased success in ENGL 1S/ENGL 1T in 2020-21

	1A and 1AH	1A w/coreq	1S and 1T	All English Comp
2019-20	70%	61%	81%	69%
2020-21	70%	63%	77%	70%
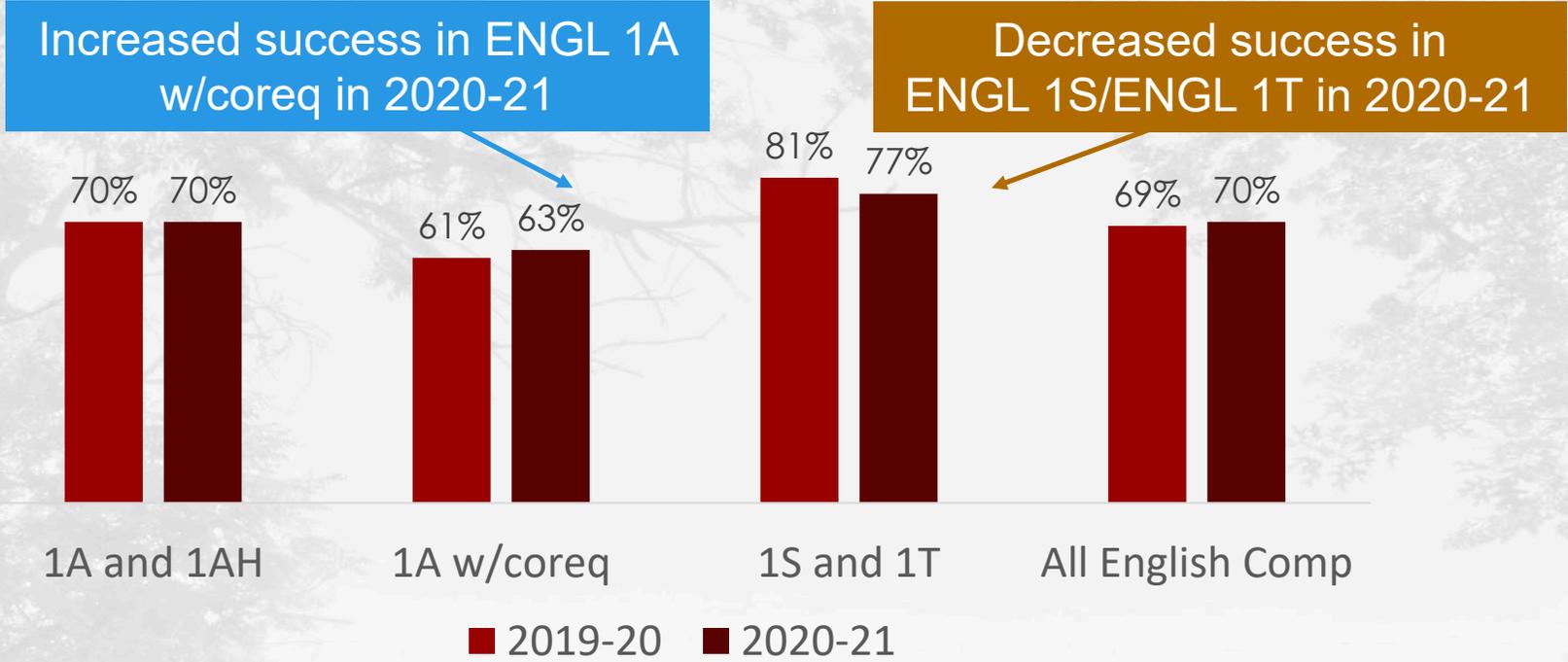
■ 2019-20   ■ 2020-21

Largest increases in success rates for ENGL 1A w/coreq:

	2019-20	Diff.	2020-21
African American	48%	⬆ +20pts	68%
White	82%	⬆ + 9 pts	91%

Large increase, but equity gaps remain

27

Source: FH IRP. English Comp courses are ENGL 1A Honors, ENGL 1A, ENGL 1A w/coreq, ENGL 1S, and ENGL 1T.
Coreq for ENGL 1A = ENGL 246A in AY20 and NCEN 401A in AY21. ENGL 1A with ESLL coreq (ESLL 201A) was not included in the analyses.

Success in English Comp 2020-21

Course success in Fall 2020 greatest for ENGL 1S

But more passed English comp by Spring 2021 if began with ENGL 1A

Passed Course F20
- ENGL 1A: 74%
- ENGL 1A w/coreq: 64%
- ENGL 1S: 90%

Passed English Comp by Sp21
- ENGL 1A: 83%
- ENGL 1A w/coreq: 74%
- ENGL 1S: 73%

Legend: ■ ENGL 1A ■ ENGL 1A w/coreq ■ ENGL 1S

28
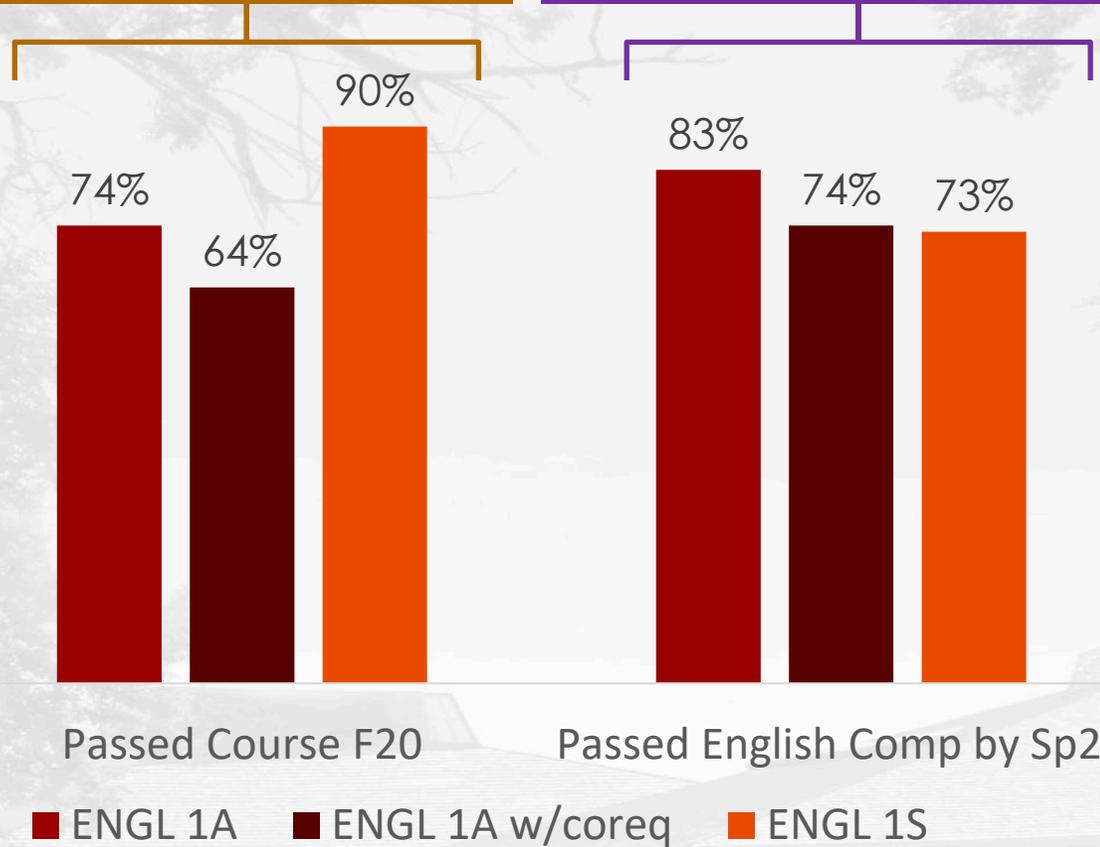
Source: FH IRP. All students enrolled in ENGL 1AH (English 1A Honors), ENGL 1A, ENGL 1A w/coreq, or ENGL 1S in Fall '20. "ENGL 1A" includes ENGL 1AH. HC: ENGL 1AH =101 | ENGL 1A=1285 | ENGL 1A w/coreq=260 | ENGL 1S=45. "Passed English Comp" means passing ENGL 1AH, ENGL 1A, ENGL 1A w/coreq, or ENGL 1T by Spring '21. The only coreq offered in Fall '20 was NCEN 401A.

English % Achieved Throughput

Throughput increased in 2020-21 for most students, but equity gaps still exist.

Chart: English % Achieved Throughput by race/ethnicity, comparing 2019-20 and 2020-21

- African American: 73% (2019-20), 74% (2020-21)
- Asian: 83% (2019-20), 86% (2020-21)
- Filipinx: 69% (2019-20), 74% (2020-21)
- Latinx: 69% (2019-20), 72% (2020-21)
- White: 88% (2019-20), 85% (2020-21)
- TOTAL: 77% (2019-20), 79% (2020-21)

Legend: ■ 2019-20 ■ 2020-21

Equity gaps

29
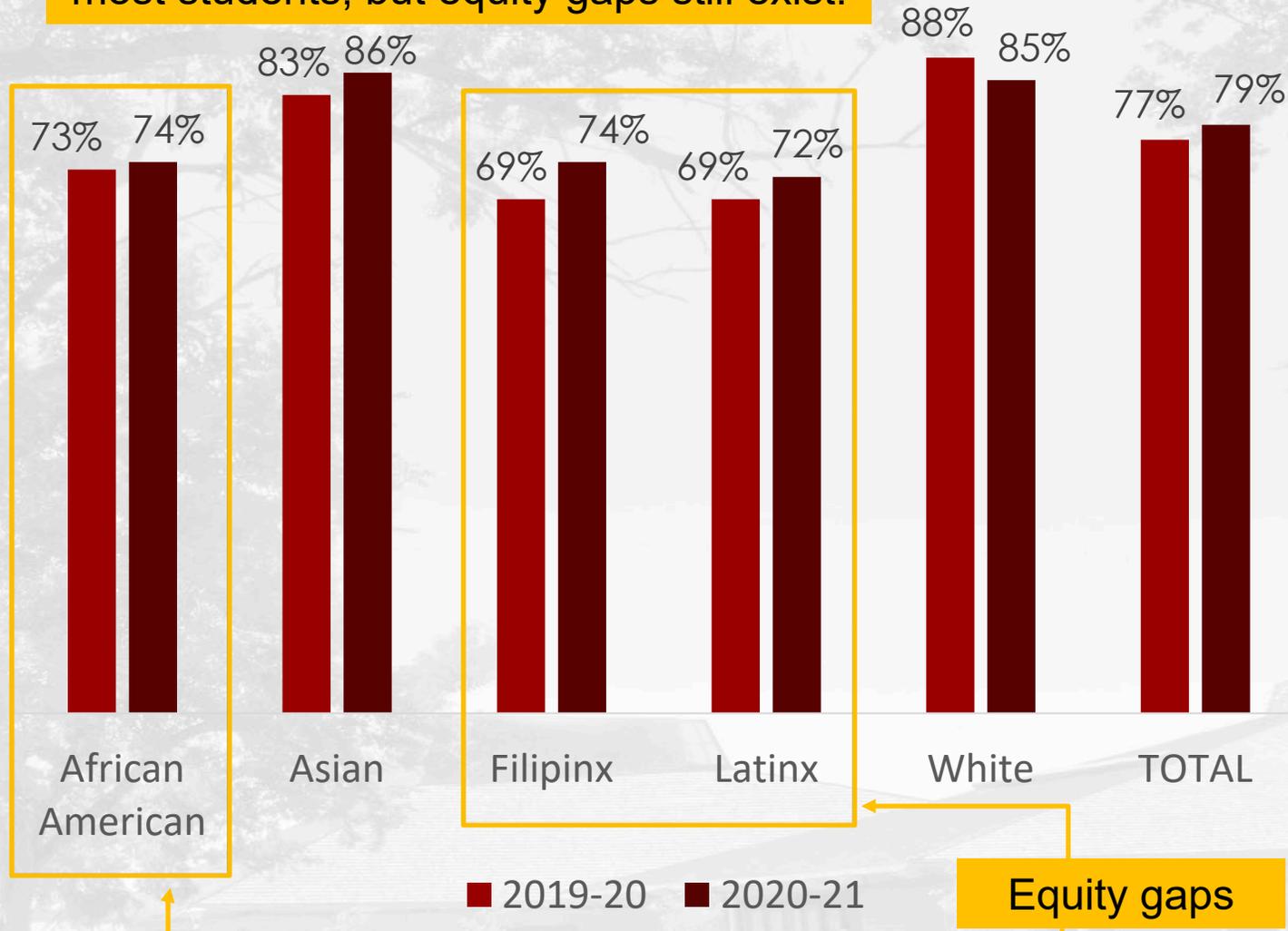
Source: FH IRP. Out of all students who began the English sequence in Fall, the percent who successfully completed a transfer-level math course by Spring. Foothill College data only. English began full AB705 implementation in Fall 2019. Native American and Pacific Islander not included due to low HC. Native American HC = 8 in Fall 2020. Pacific Islander throughput decreased 61% to 47% but diff is not statistically sig.

AB 705: ESLL

- Fully implemented in Fall 2020 w/guided self-placement.

- Students self-place into:
  - ESLL
  - ENGL 1S
  - ENGL 1A w/co-req
  - ENGL 1A

- Students have 3 years to achieve throughput (transfer-level English)

Source: FH IRP. "English coreq" = students who took ENGL 1A with ENGL 246A coreq in 2019-20 or with NCEN 401A coreq in 2020-21. "ESLL coreq" = students who took ENGL 1A with ESLL 201A coreq. HCs for ESLL coreq are small: AY20 HC = 22 | AY21 HC = 24.

ENGL 1A:
Success Rates for English Coreq vs. ESL Coreq

ESLL coreq has lower success rates, but interpret with caution due to low headcounts (*n*<25).

Chart: English coreq — 61% (2019-20), 63% (2020-21). ESLL coreq — 55% (2019-20), 38% (2020-21).

Legend: 2019-20 | 2020-21

Source: FH IRP. "English coreq" = students who took ENGL 1A with ENGL 246A coreq in 2019-20 or with NCEN 401A coreq in 2020-21. "ESLL coreq" = students who took ENGL 1A with ESLL 201A coreq. HCs for ESLL coreq are small: AY20 HC = 22 | AY21 HC = 24.
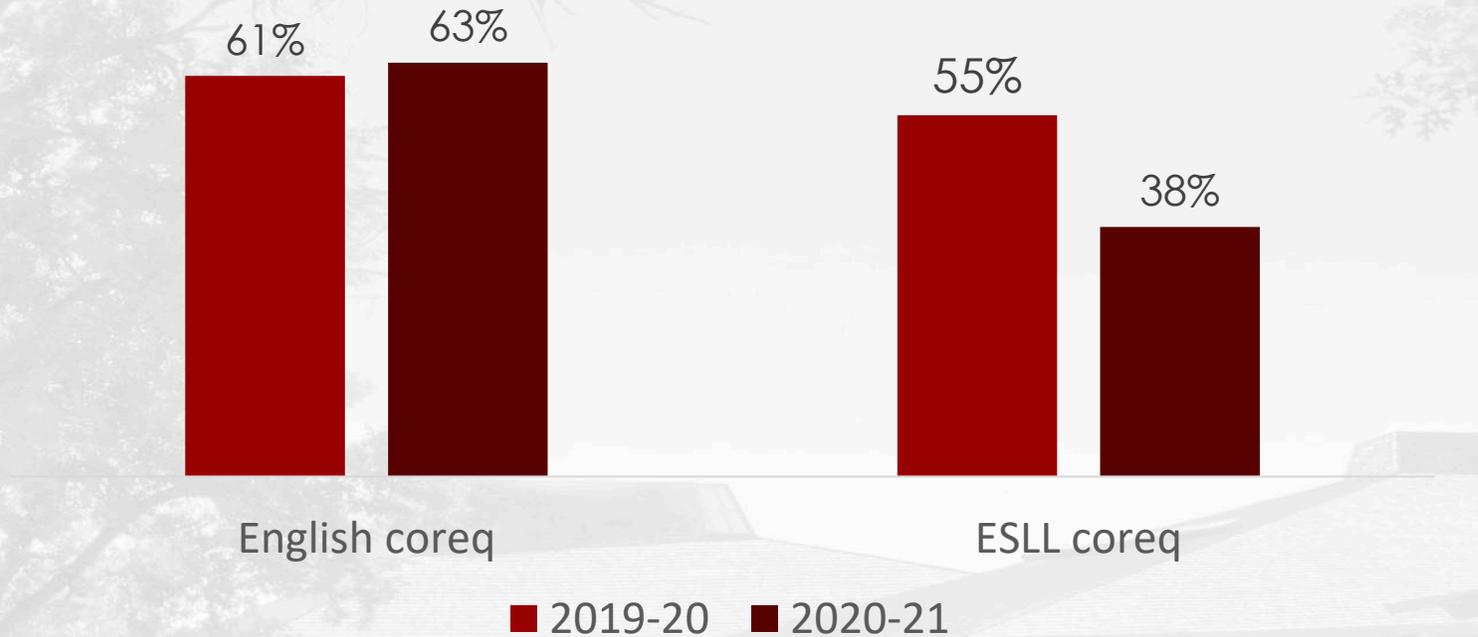
ESL % Achieved 3-Year Throughput: Baseline Data for Future Comparisons

Of those who began credit ESL in Fall 2018, % who achieved throughput by Spring 2021

More than two-thirds of Asian ESL students were F1

Asian: 87% (F1), 32% (Not F1), 70% (All)
Latinx: 13% (F1), 11% (All)
White: 26% (Not F1), 37% (All)
TOTAL: 79% (F1), 25% (Not F1), 51% (All)

■ F1 ■ Not F1 ■ All
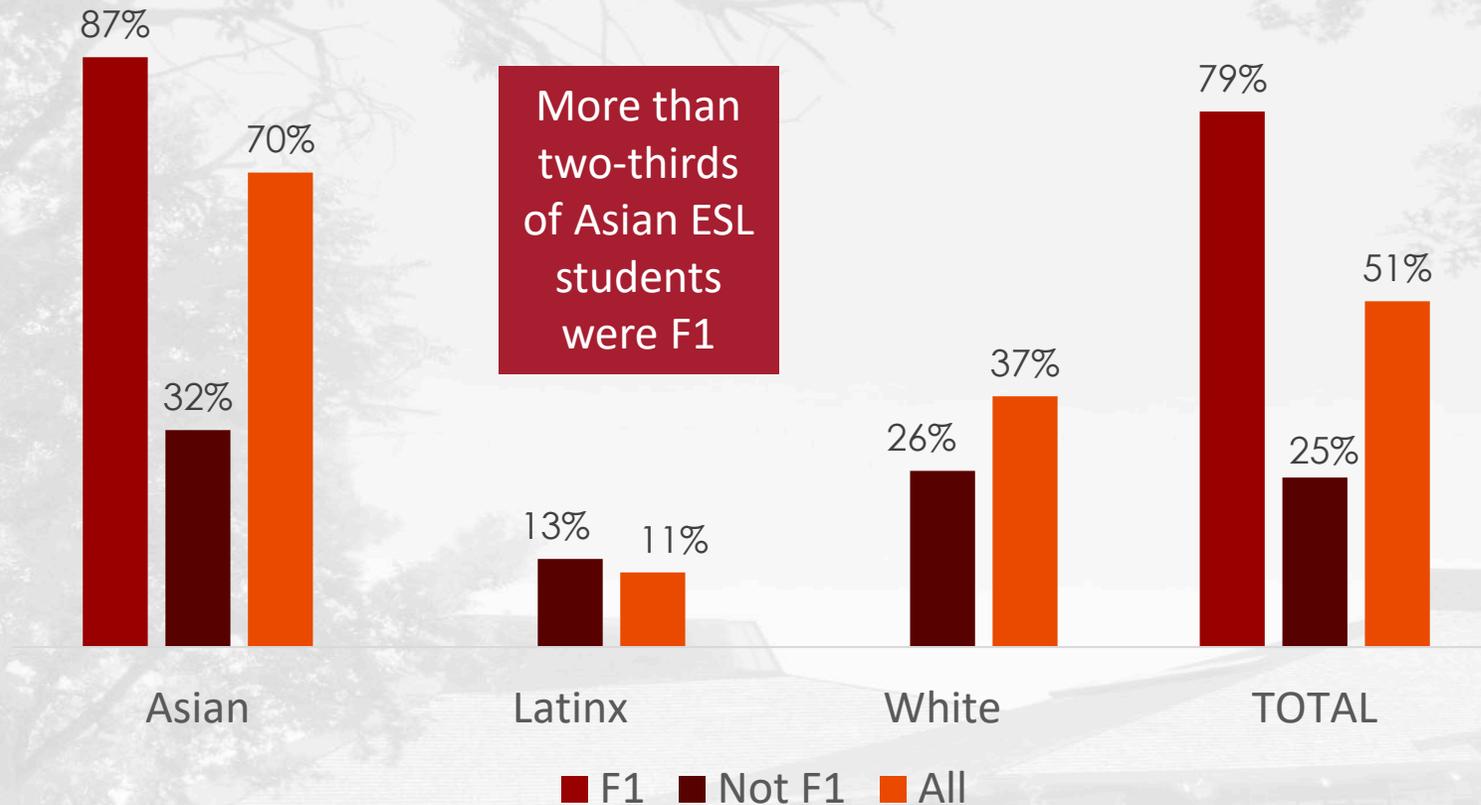
Source: FH IRP. Out of all students who began the credit ESL sequence in Fall 2018, the percent who successfully completed a transfer-level ESLL or ENGL course by Spring 2021. Baseline data to use against future comparisons. English began full AB705 implementation in Fall 2019 and ESL began in Fall 2020. Groups with *n*<10 not included in graph.

Initiatives:
Learning Communities

Puente

- One-year cohort program; serving primarily Latinx

- Courses focus on Latinx culture, history, experience (ENGL, CNSL, CRLP)

- Designated counselor and ENGL instructor

Puente Students
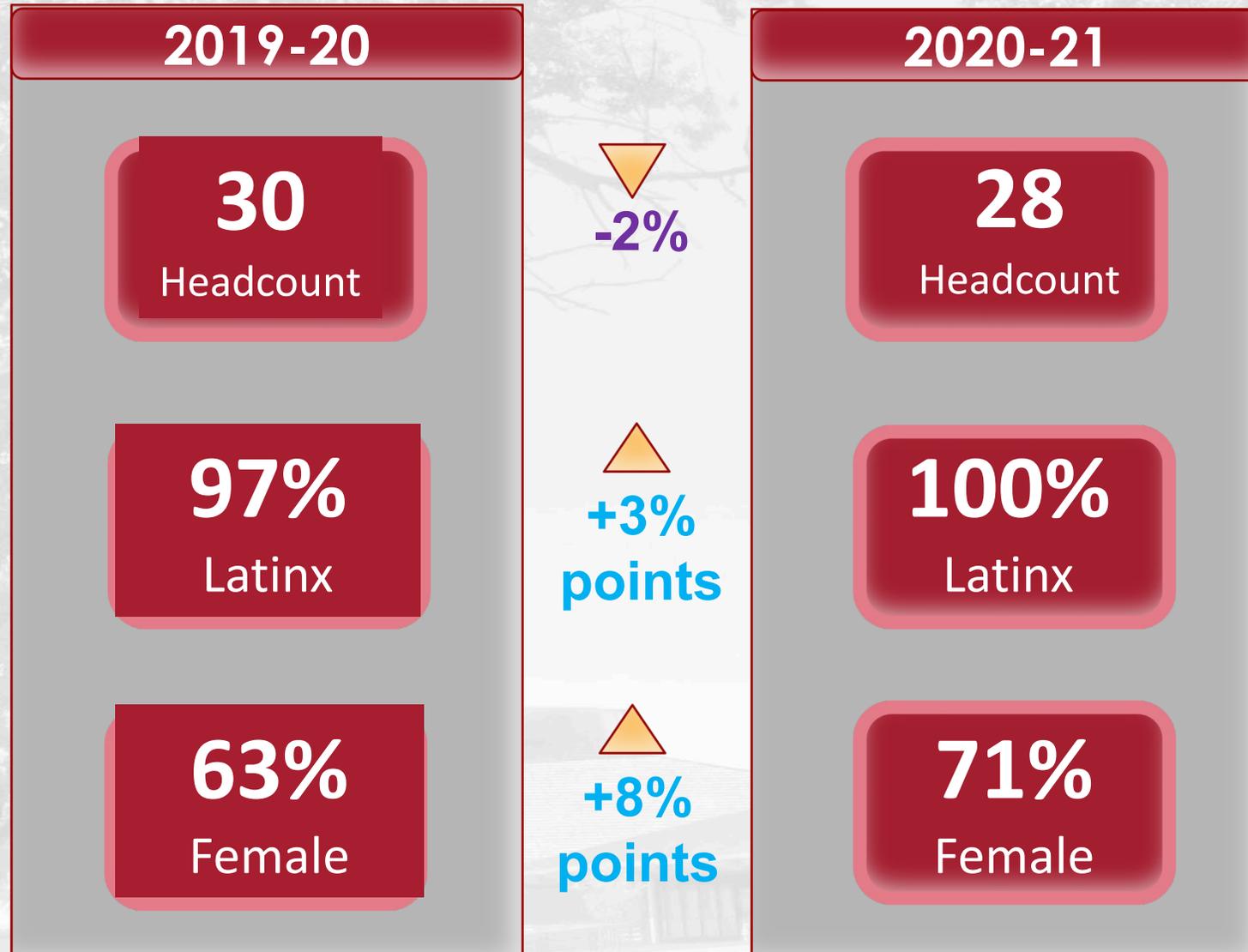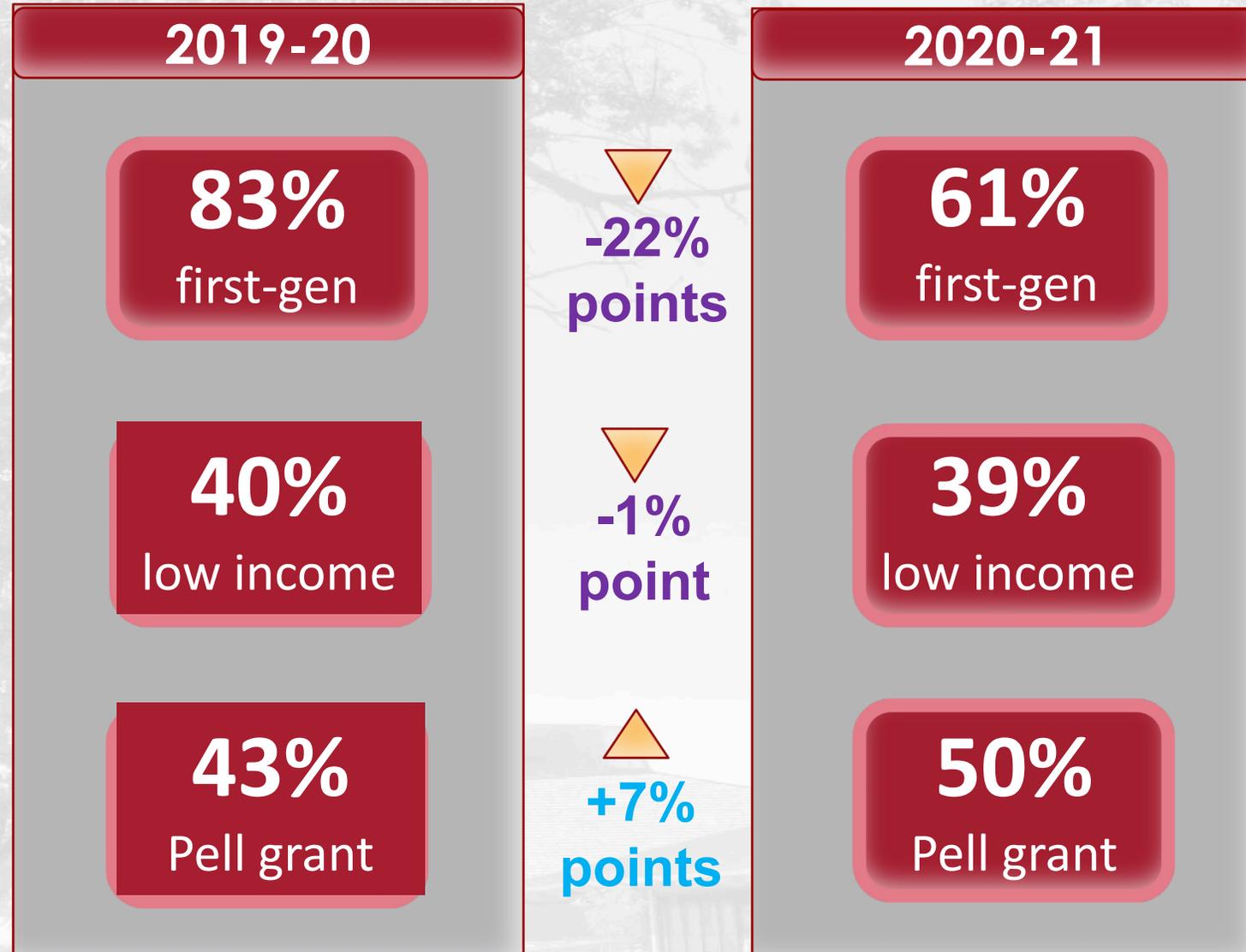
2019-20		2020-21
30 Headcount	▽ -2%	**28** Headcount
97% Latinx	△ +3% points	**100%** Latinx
63% Female	△ +8% points	**71%** Female

Source: FH IRP

Puente Students

2019-20		2020-21
83% first-gen	▼ **-22% points**	**61%** first-gen
40% low income	▼ **-1% point**	**39%** low income
43% Pell grant	▲ **+7% points**	**50%** Pell grant

Puente: Persistence

2020-21 Persistence (Fall-Winter-Spring) Increased
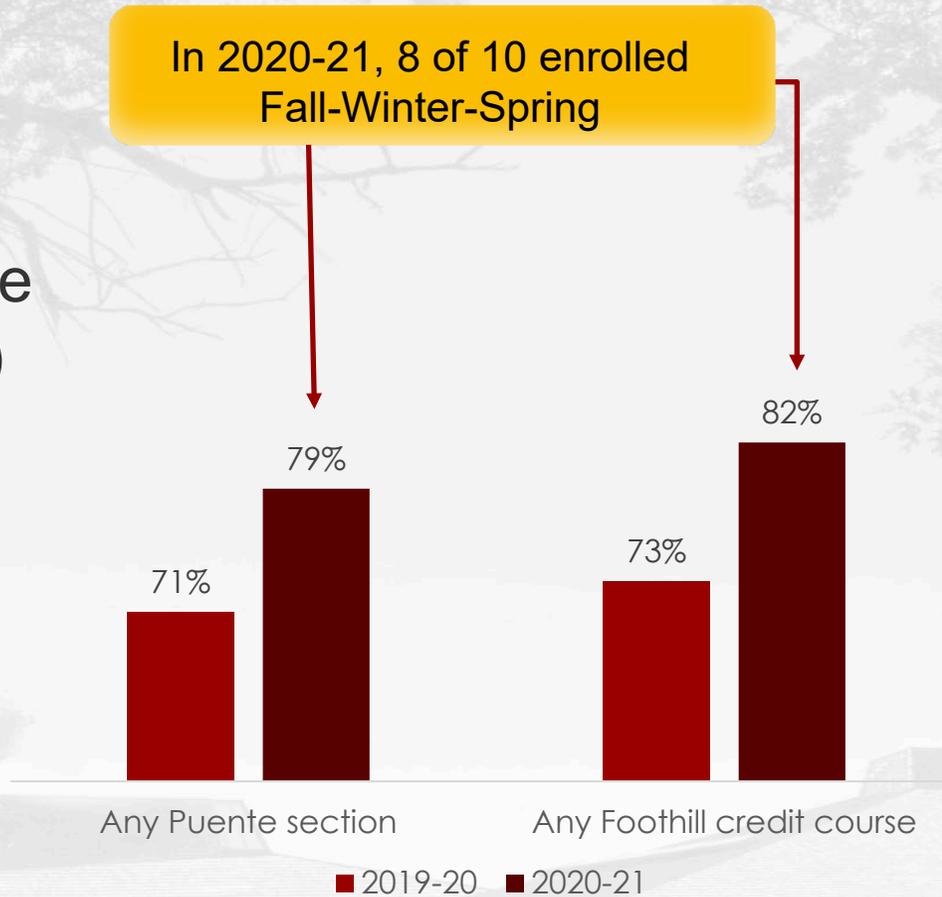
In 2020-21, 8 of 10 enrolled Fall-Winter-Spring

Any Puente section
- 71% (2019-20)
- 79% (2020-21)

Any Foothill credit course
- 73% (2019-20)
- 82% (2020-21)

Legend: ■ 2019-20 ■ 2020-21

37

Puente: Course Success

Higher success in Puente sections than in non-Puente sections.

Course success decreased in 2020-21.
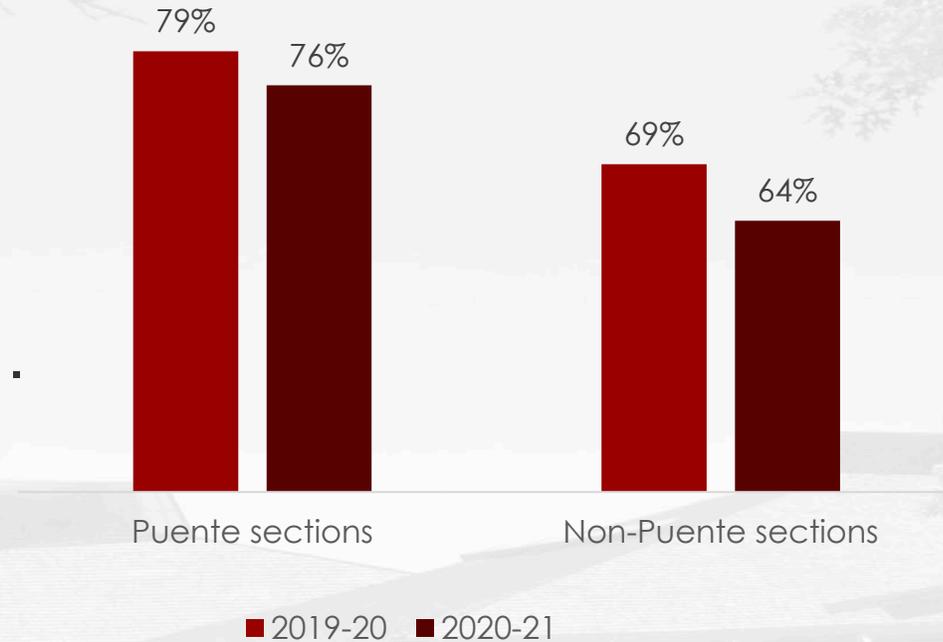
Puente sections
- 79% (2019-20)
- 76% (2020-21)

Non-Puente sections
- 69% (2019-20)
- 64% (2020-21)

■ 2019-20 ■ 2020-21

Source: FH IRP
Data reflect enrollments in courses with all letter grades, including W and EW.
Puente sections: CNSL 1, CNSL 8H, CRLP 71, ENGL 1A (with coreq), ENGL 1B.
Most enrolled non-Puente sections: 2019-20 = ENGL 31, MATH 10, MATH 48A (with coreq), PSYC 1 | 2020-21 = CRWR 25A, MATH 10, MATH 48A (with coreq or MPS), PSYC 1

Puente:
English and Math Throughput

Throughput decreased in 2020-21.

Throughput was higher for English than for Math in both years.

	2019-20	2020-21
Transfer-level English		
Passed during cohort year:	77%	71%
Passed before or during cohort year:	**77%**	**71%**
Transfer-level Math		
Passed during cohort year:	43%	39%
Passed before or during cohort year:	**47%**	**46%**

Puente is an English-focused program.

Source: FH IRP
Throughput = successfully passed a transfer-level course by Spring of the cohort year. There were Puente sections for ENGL 1A and ENGL 1B, but no Puente sections for math.

Umoja

- One year program; serves primarily African Americans/Blacks

- Courses focus on legacy of African/African American diasporas (ENGL, CNSL, COMM, MATH, PHOT)

- Designated counselor and ENGL instructor

Umoja Students

2019-20		2020-21
41 Headcount	▽ **-6% points**	**35** Headcount
59% Black	△ **+7% points**	**66%** Black
27% Female	△ **+19% points**	**46%** Female

Source: FH IRP

41

Umoja Students

2019-20		2020-21
37% First-gen	No change	**37%** First-gen
34% low income	▽ -14% points	**20%** low income
46% Pell grant	▽ -17% points	**29%** Pell grant
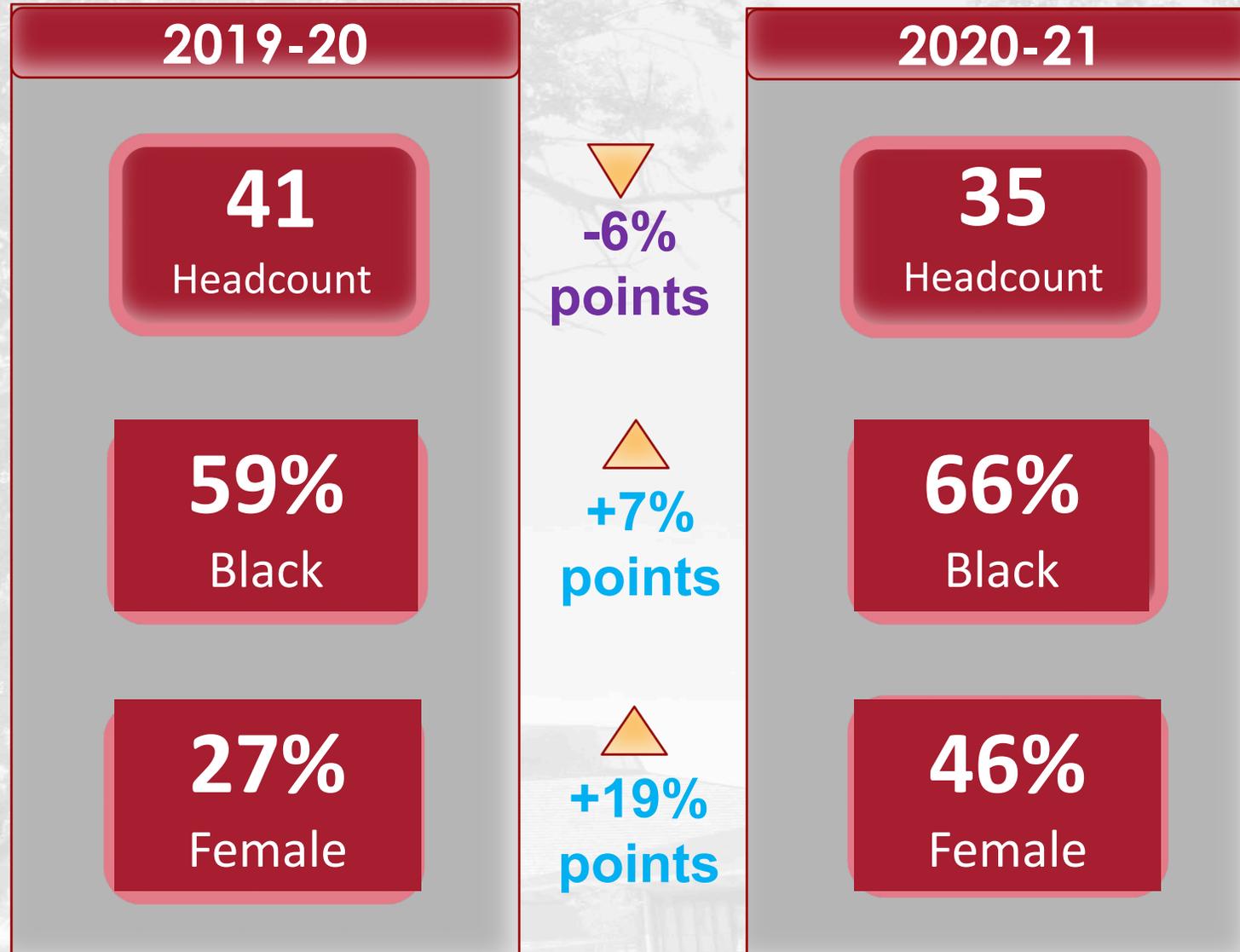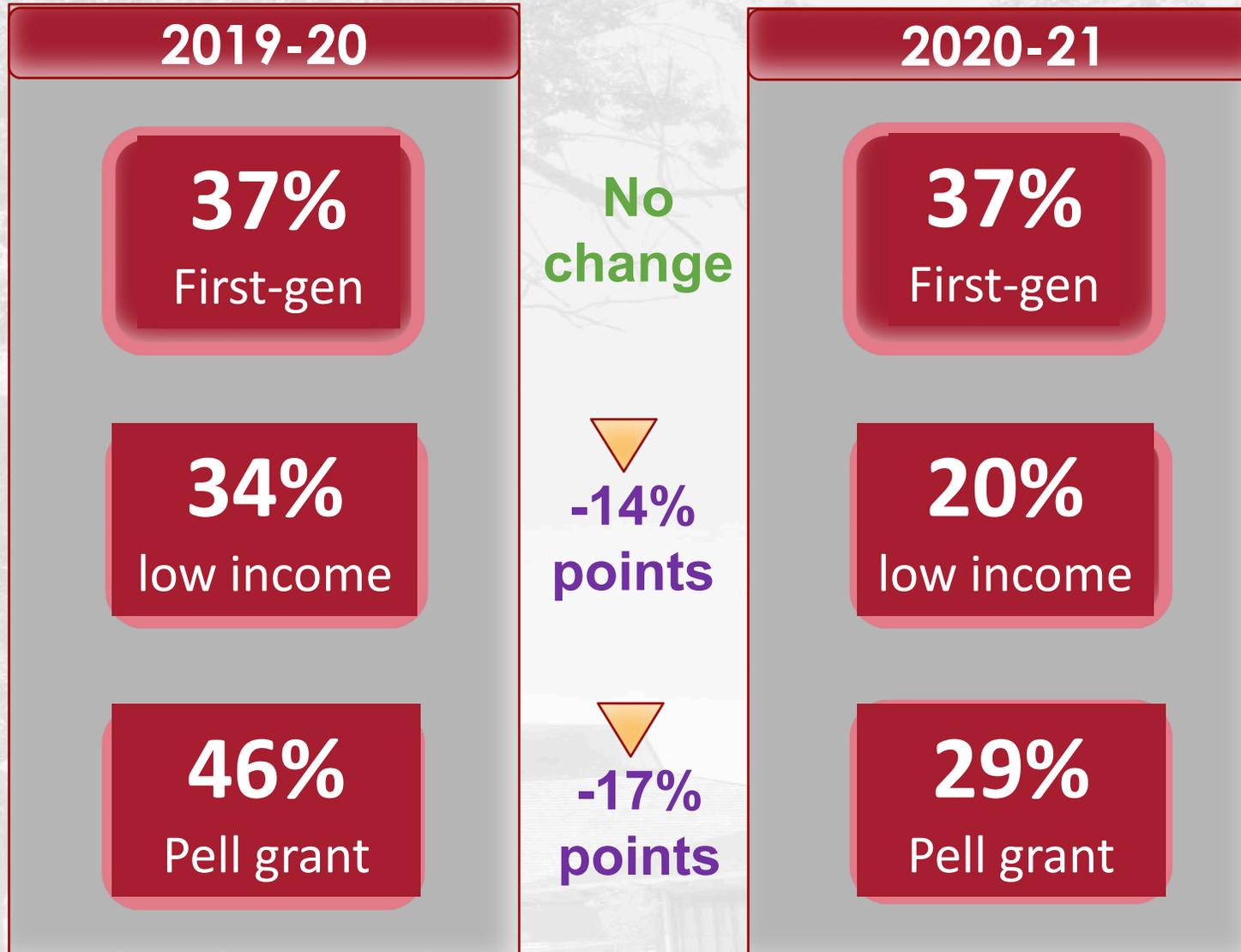
Source: FH IRP | First-generation college indicated their parent/guardian's highest educational attainment is high school or less. Low income is household income less than $25,000. Pell grant recipient in any term during the cohort year.

Umoja: Persistence

In 2020-21, three-fourths enrolled Fall-Winter-Spring

Fall-Spring persistence increased in Umoja sections.

Fall-Winter-Spring persistence decreased for any Foothill credit sections.
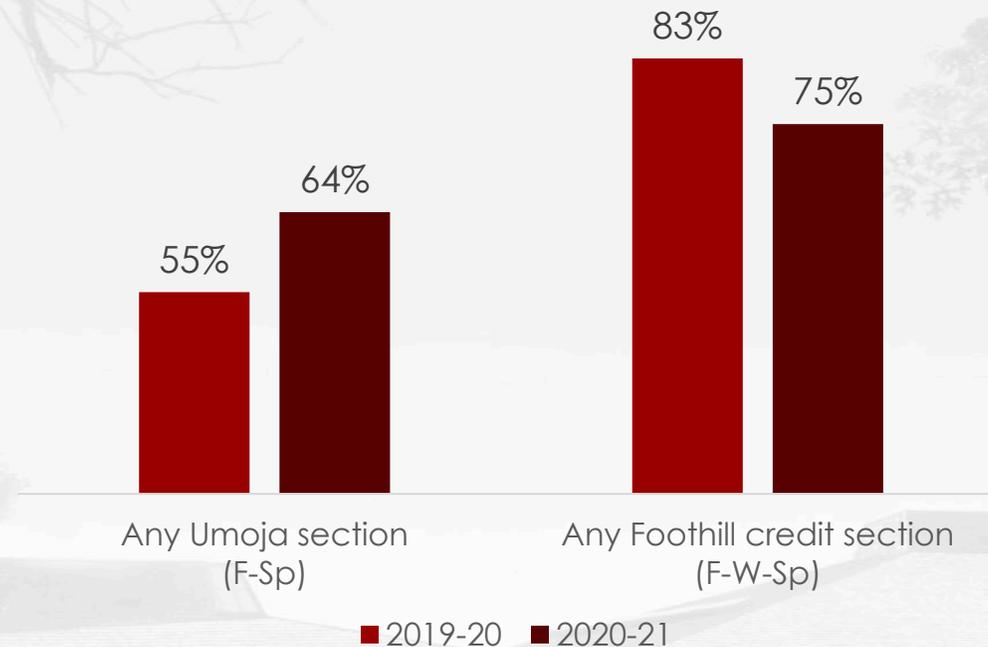
Any Umoja section (F-Sp): 55% (2019-20), 64% (2020-21)
Any Foothill credit section (F-W-Sp): 83% (2019-20), 75% (2020-21)

■ 2019-20 ■ 2020-21

43

Umoja: Course Success

Success rates <u>decreased</u> for Umoja sections.

Success rates <u>increased</u> for non-Umoja sections.

Umoja sections: 79% (2019-20), 71% (2020-21)

Non-Umoja sections: 71% (2019-20), 77% (2020-21)

■ 2019-20 ■ 2020-21
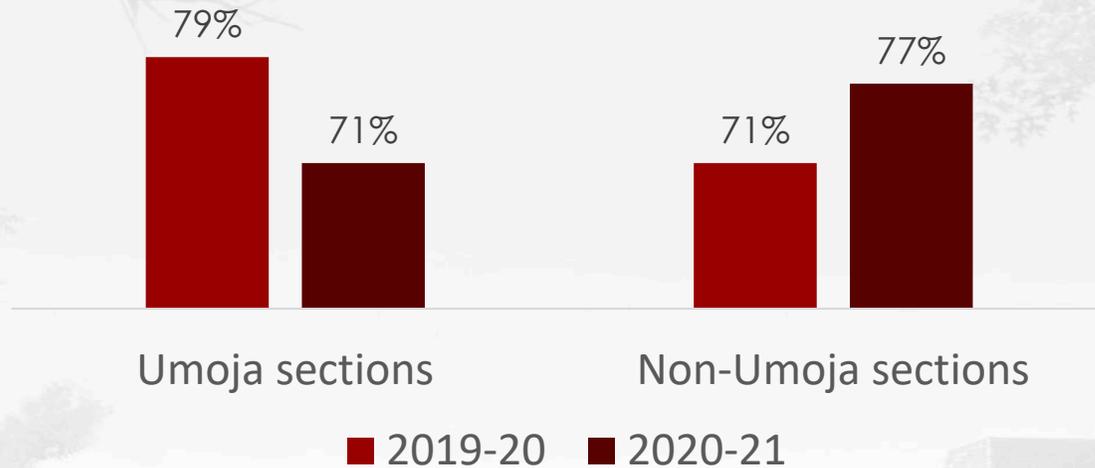
Source: FH IRP
Data reflect enrollments with all letter grades, including W and EW. | Only courses coded as Umoja or non-Umoja in both years are included.
Umoja both years: CNSL 8H, CNSL 56, COMM 4, ENGL 1A (with coreq), ENGL 1B.
Excluded from Umoja 2019-20: COMM 12, MATH 10, PHOT 8.
Most enrolled non-Umoja sections: 2019-20 ATHL 4B, ATHL 4E, ATHL 4F, ENGL 12, PSYC 1 | 2020-21 =ATHL 4E, ENGL 12, PSYC 22

Umoja: Course Success for Additional AY21 Umoja Sections

MATH 10 success rates decreased from year-to-year.

COMM 12 and PHOT 8 success rates are lower or comparable to overall Umoja sections success rates (71%).
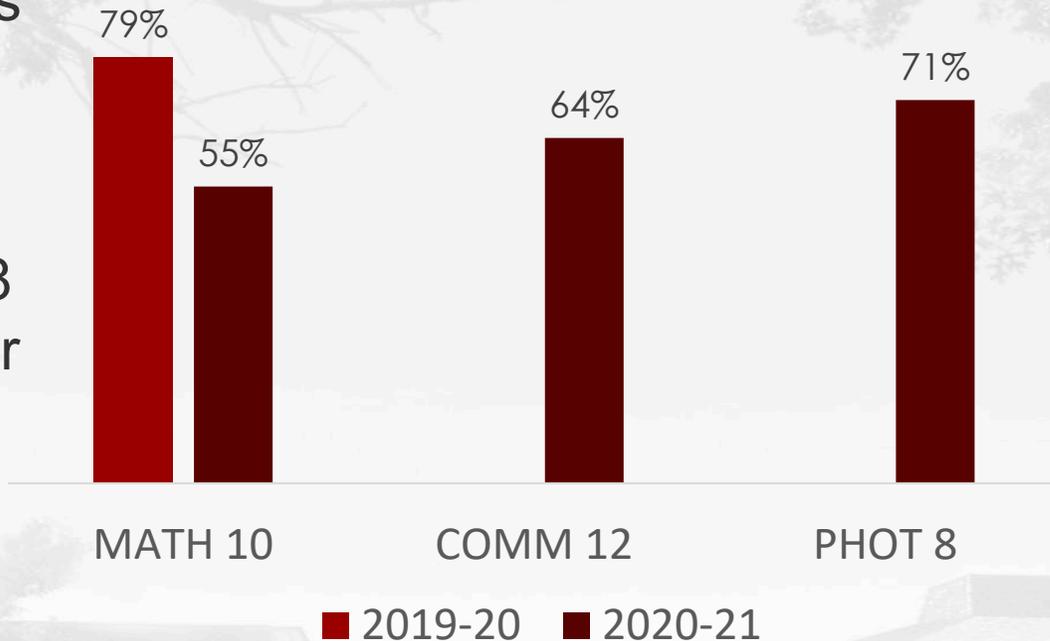
	MATH 10	COMM 12	PHOT 8
2019-20	79%		
2020-21	55%	64%	71%

Source: FH IRP
Data reflect enrollments in courses with all letter grades, including W and EW. | 2019-20 COMM 12 and PHOT 8 success rates are not included due to very low enrollment in both classes.
MATH 10 enrollments: 2019-20 = 29 | 2020-21 = 22; COMM 12 enrollments: 2019-20 = 2 | 2020-21 = 25; PHOT 8 enrollments: 2019-20 = 0 | 2020-21 = 24.

Umoja: English and Math Throughput

Throughput was higher for math than for English.

ENGL throughput <u>increased</u> from year-to-year.

MATH throughput <u>decreased</u> from year-to-year.

	2019-20	2020-21
Transfer-level English		
Passed during cohort year:	49%	54%
Passed before or during cohort year:	**56%**	**57%**
Transfer-level Math		
Passed during cohort year:	63%	57%
Passed before or during cohort year:	**68%**	**63%**

Umoja offered both ENGL 1A w/co-req and MATH 10 in 2020-21.

Source: FH IRP
Throughput = successfully passed a transfer-level course by Spring of the cohort year. There were Umoja sections for ENGL 1A and ENGL 1B in both years and for MATH 10 in 2020-21.

Honors

- Open-access began Winter 2019

- Honors Scholars designation:
  - Complete 23 Honors units
  - Earned grade "C" or better
  - At least 2 different departments
  - Maintain 3.25 min GPA in Honors
  - Service leadership
  - Counseling

Honors: Headcount and Enrollment

Enrollment 4% increase

1356   **1405**

Headcount 21% increase

698

575

2019-20   2020-21

— Unique HC   — Enrollments
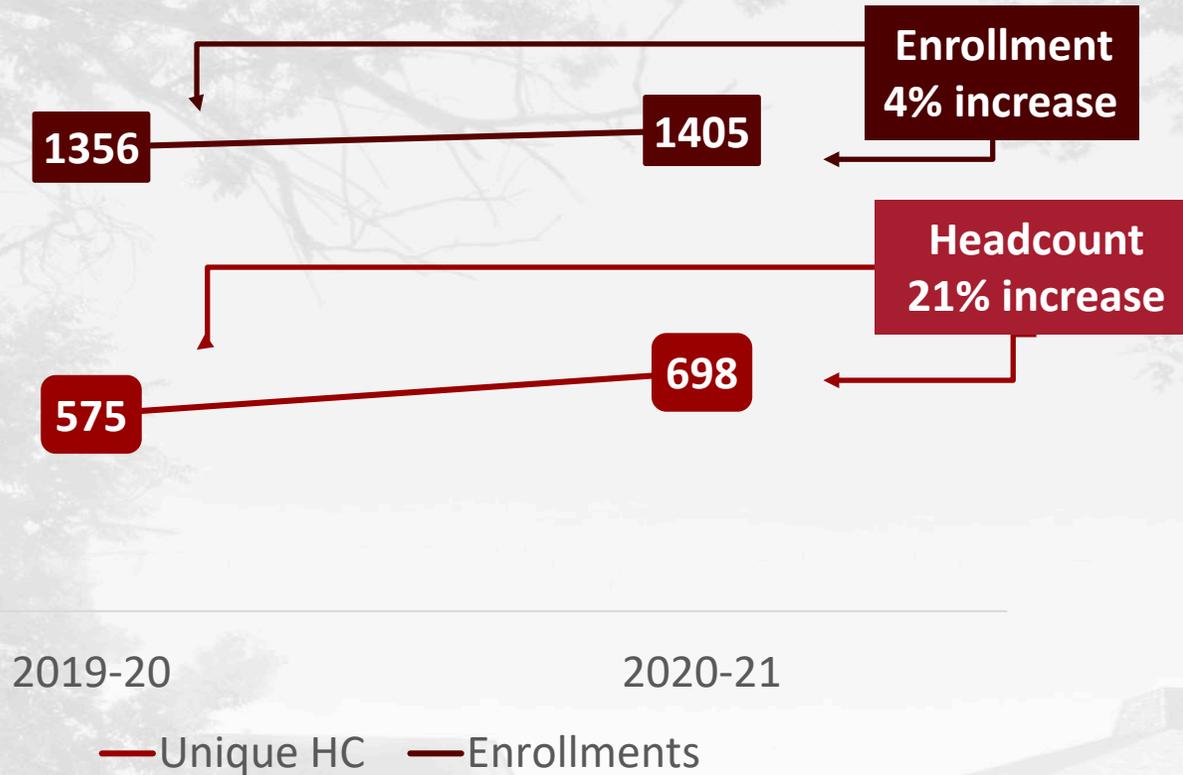
Honors experienced increases in both headcount and enrollment

Source: FH IRP

Honors: Headcount by Ethnicity

More students of every ethnicity participated in Honors in 2020-21 except Native American students.

	2019-20	2020-21	Change
African American	35	38	**+9%**
Asian	255	266	**+4%**
Filipinx	22	27	**+23%**
Latinx	106	152	**+43%**
Native American	2	2	**0%**
Pacific Islander	5	9	**+80%**
White	135	172	**+27%**

49

Source: FH IRP
Reflects students who were enrolled in at least one Honors course past census.

Honors: Course Success

Honors course success decreased in 2020-21 for most groups.

Equity gaps, especially for African American and Pacific Islander students

	2019-20	2020-21
African American	74%	71%
Asian	93%	86%
Filipinx	75%	81%
Latinx	81%	79%
Pacific Islander	50%	50%
White	88%	86%

■ 2019-20 ■ 2020-21

Honors Scholar Petitions 2021

71 students

51% Asian
27% White
11% Latinx

63% female

7% first-gen

7% low income

13% Pell grant

Source: FH IRP
Students who have taken at least one Honors course and petitioned to be an Honors Scholar in Spring 2021.
First-generation college indicated their parent/guardian's highest educational attainment is high school or less.
Low income is household income less than $25,000. Pell grant recipient in any term during 2020-21.

Initiatives:
Fall Return to Campus Survey

Survey Background

- Fall 2021 students

- Online web survey

- July 28 to August 13, 2021

- Incentive offered

- Two batches to account for ongoing registration
 - July 27 and August 4

Student Respondents

915

Total headcount = 6,455 | Response rate = 14% | Based on number of students who received survey invite on August 4, 2021.

Student Respondents by Ethnicity

Survey		Fall 2021
27%	**Asian**	**30%**
3%	**Black**	**4%**
3%	**Filipinx**	**5%**
22%	**Latinx**	**28%**
26%	**White**	**27%**

Total headcount=6,455 | Based on registration data from August 4, 2021.

How many classes are you registered for/planning to register for this fall?

Chart:
- 1 Class: 21%
- 2-3 Classes: 56%
- 4-6 Classes: 23%
- 7 or More Classes: 1%
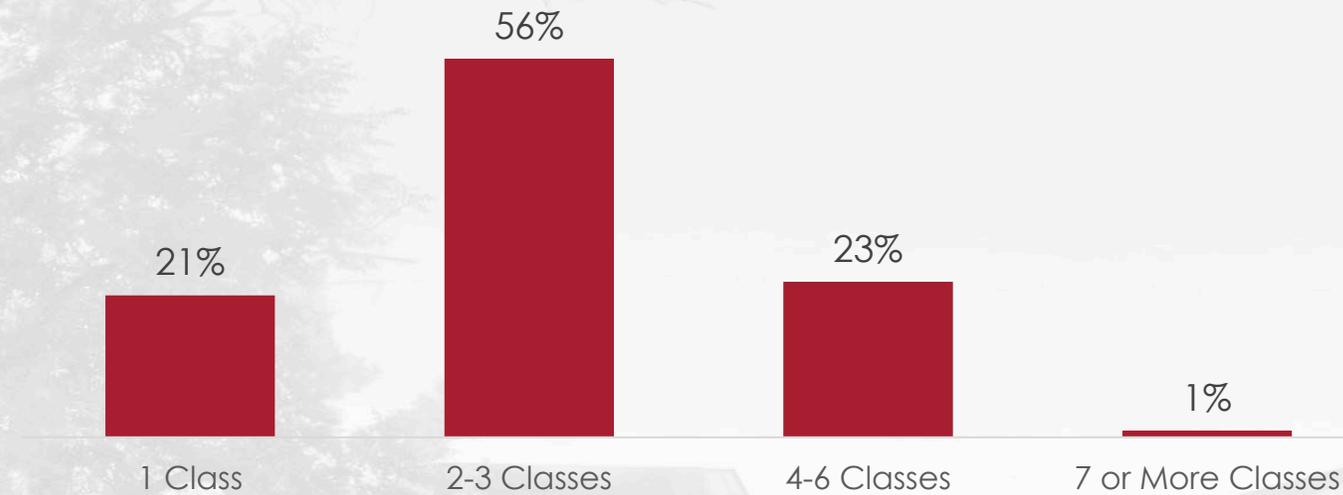
More than ½ students are registered or plan to register for between 2 to 3 classes.

N=906

What is your preferred way of taking classes?

Chart comparing Preferred vs Actual Enrollment:

|	All In Person	Mainly In Person	Equal Mix of In Person and Online	Mainly Online	All Online
Preferred	13%	13%	18%	16%	37%
Actual Enrollment	8%	8%	17%	22%	46%

■ Preferred ■ Actual Enrollment
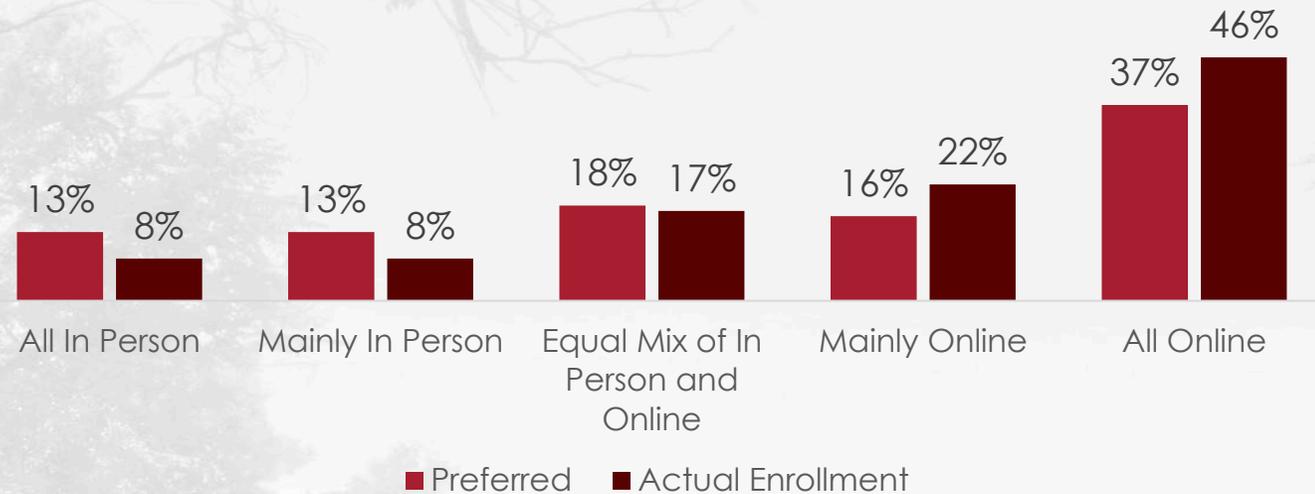
Majority of students prefer and are enrolled in classes with at least some online component (71%), with roughly 1 out of 4 seeking out fully online sections.

58

Preferred course modality: N=910; Unsure=3% | Actual course modality: N=906

What activities would be <u>very</u> important to do in person on campus?

74%	59%	57%
Access Reliable Internet	Study	Get Help with Assignments
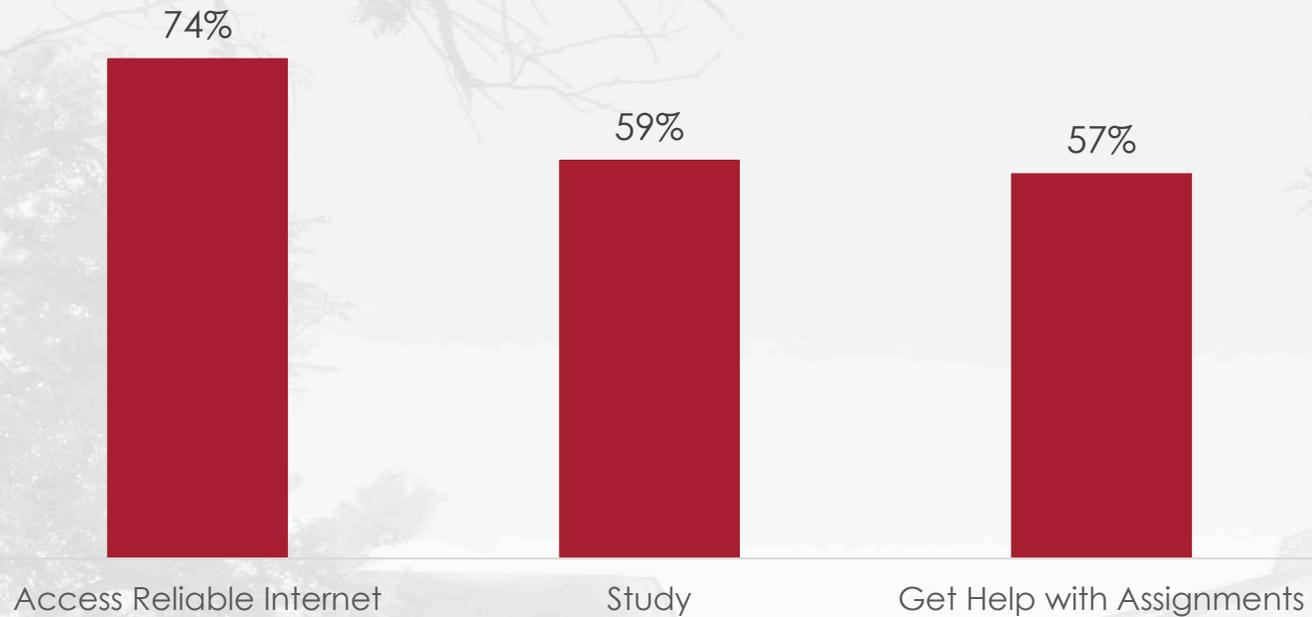
Top 3 activities involve instructional support

Other available response options included: Meet with counselors (53%); Check out books/reference materials (53%); Use computers/printers (53%); Interact with instructors/staff (52%); Purchase food (30%); Hang out with other students (24%); Participate in student clubs (19%)

Other very important services or activities to do in person?

- Gym, physical ed, intramurals, pool

- Social activities

- Owl cards

- Career services

- Health services

- Food pantry

What activities would <u>not</u> be important to do in person on campus?

| Participate in Student Clubs	Hang Out with Other Students	Purchase Food	Use Computers and Printers
44%	39%	36%	20%
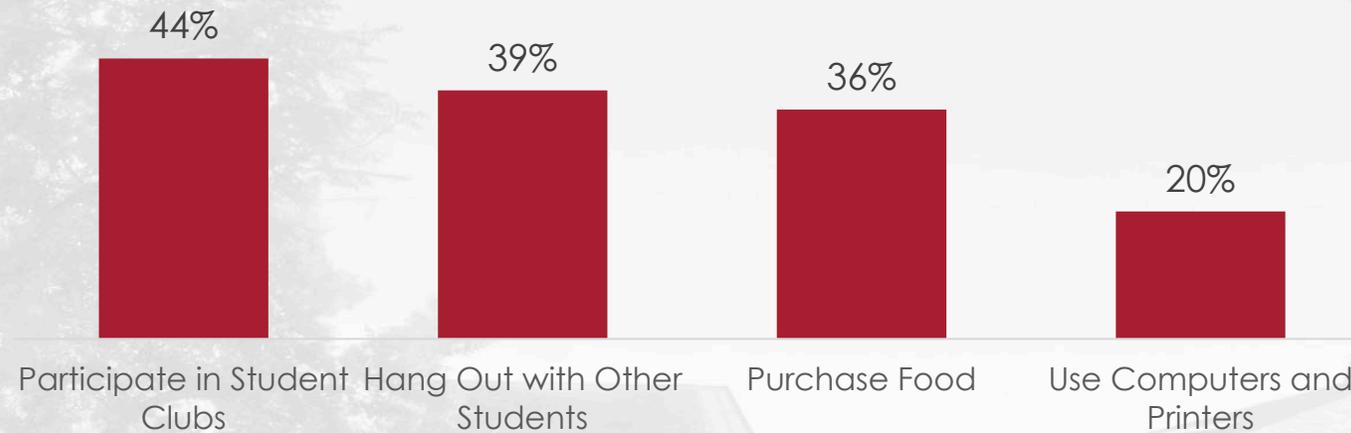
Students identified student interactions, food service, and technology hardware use as less important.

Other available response options included: Study (16%); Access reliable internet (13%); Meet with counselors (13%); Check out books/reference materials (13%); Get help with assignments (13%); Interact with instructors/staff (11%)

What issues are of significant concern where your ability to remain enrolled and/or be successful in your classes may be affected?

32%	29%	29%	27%	27%
Reliable Finances	Course Material Access	Tutoring	Place to Study	Mental Health
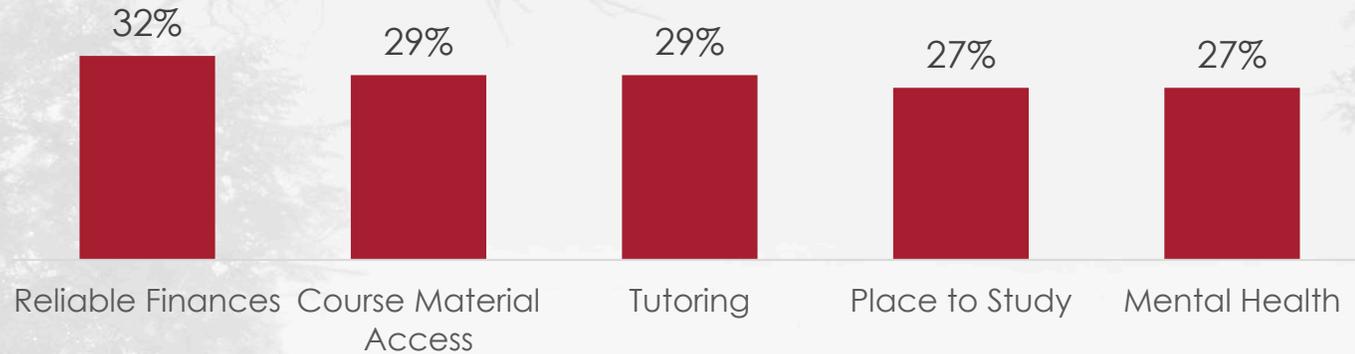
At least 1 out of 4 identified their finances, learning resources access, or mental health

Other available response options included: Computer/Mobile device access (24%); Reliable transportation (22%); Technology troubleshooting (21%); Reliable housing (19%); Reliable food source (18%); Disability issue(s) (12%)

COVID-19 Perspectives

- Some students will not be vaccinated

- Some students have concerns
  - Vaccine mandate
  - Social distancing
  - Delta variant
  - Instructor flexibility

COVID-19 Perspectives: Student Questions

- How is Foothill sure they won't be the reason we have more covid cases? How can Foothill ensure our safety?

COVID-19 Perspectives: Student Questions

- What will happen if there was a second shutdown?

- Will class be able to be taken online if you are immune compromised and unable to attend in person?

COVID-19 Perspectives: Communication

- Please continue to publicize campus policies. Profiles about the human beings who implement on-campus cleaning could enhance morale of students and staff!

COVID-19 Perspectives:
No Mandate

- If Foothill were to implement any non-voluntary contact tracing or vaccine mandate I would drop all my classes immediately and cease all activity or engagement with the institution on a permanent basis. I would consider any such act a violation of my Constitutional rights and direct attack on the foundation and core principles of freedom in the United States of America.

Anything to share?

- Students do not want to lose online options
  - Online only enrollment
  - Live virtual options (online synchronous)
  - Instructor office hours
  - Labs online

Anything to share: F2F and Online offerings requested

- I don't like that some classes with labs that don't need to be in person have no alternatives for those who cannot attend for health reasons. Just because the school or CDC says it might be ok doesn't make it ok for me.

Anything to share: F2F and Online offerings requested

- I'm a working adult, so you need to understand how badly you have ***** me by making me return to campus to take lab….I'll need to spend EXTRA money on parking permits and gasoline….Very disappointed in your lack of understanding and empathy for working adults who need to take class at a community college to move forward in their career.

Anything to share: **Student Suggestions**

- I just think there should have been more live virtual options as opposed to self-paced online courses.

- I would appreciate more tutoring services and safe spaces to get study sessions in. Allow the library and gym to be open for students to use for mental breaks.

- A solid syllabus. If a syllabus were published at the beginning of a class then it should never be changed or altered by the instructor.

- It would be awesome if Foothill could somehow offer more interaction for online classes.

Anything to share: Student Suggestions

- The tutoring lab and taking different computer science classes each quarter with different software programs may require tech help with disability accessibility.

Anything to share: Student Suggestions

- Professors being flexible and being aware of the workload placed upon students. Maintaining communication and do not push assignments for the sake of requirement.

- Teachers and admin should be understanding bc we are in a pandemic still and we can't predict when things are gonna go bad in life...

Anything to share: Student Suggestions

- There are a lot of cheating going on during online exams....I hope Foothill will bring back Proctorio service. Even though the service isn't perfect, it does offer cool features that can deter cheating.

Anything to share: Student Suggestions

- Better response time and resolutions in:
  - Admissions & Records
  - Counseling
  - Financial Aid
  - Transcript evaluations
  - Book support

Survey Summary

- Most students are familiar with Foothill

- Majority are enrolled in mainly or all online classes

- Students prefer online and in-person options

- Students still find Foothill a great place
  - The college is awesome!
  - So far I'm pretty impressed with Foothill College.

FOOTHILL COLLEGE

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