



FOOTHILL COLLEGE

Core Mission Workgroup Objectives for 2014-15

Institutional Goal Improve student outcomes and close the achievement gap	
Workgroup Objective Support pathways to move students successfully through basic skills course sequences	Map to Institutional Learning Outcomes <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Community
Target <ul style="list-style-type: none"> • Increase the number of students, including those with basic skills needs and/or from the targeted groups (Latino, African American, Filipino/PI), who are successful in non-Math and ESLL classes by 10% (based on courses with course success rate gaps by ethnicity). • Increase the number of students completing precollegiate math courses by 10%. 	Resource Planning Estimated Cost \$_____TBD_____ Funding Source <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential <input type="checkbox"/> Requested <input type="checkbox"/> NA Timeline Target Date(s) _____
Metrics <ul style="list-style-type: none"> • Number of students participating in supplemental/embedded instruction • Number of students enrolled in precollegiate math courses • Course success data from S15 • Survey data/feedback from participating students 	Lead Role <ul style="list-style-type: none"> • Math faculty • Supplemental instruction faculty • Faculty in identified non-math and ESLL courses with success rate gap by ethnicity • Institutional Research
References & Notes <ul style="list-style-type: none"> • Non-Math and ESLL courses will be identified using program review data, disaggregated by course and ethnicity, examining the course success rates over the past three years. 	Supporting Documentation <input type="checkbox"/> ACCJC Recommendation <input checked="" type="checkbox"/> District Priority <input checked="" type="checkbox"/> Educational and Strategic Master Plan <input type="checkbox"/> PaRC Initiative <input checked="" type="checkbox"/> Program Review <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Other _____ Workgroup Participants Tri-Chairs: Craig Gawlick, Sarah Munoz, Victor Tam Members: Kerry Bahadur; Katie Ha; April Henderson; Elaine Kuo; Eric Reed; Tilly Wu; Teresa Zwack Ex-Officio: Kimberlee Messina



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Core Mission Workgroup Objectives for 2014-15

Institutional Goal Improve student achievement outcomes for basic skills courses	
Workgroup Objective Expand basic skills math bridge programs focused to serve 140 students, with a focus on increasing the math placement level for targeted students (Latino, African American and Filipino/PI students) and expanding the existing/potential collaborative efforts between Math, ESLL/English, and Counseling.	Map to Institutional Learning Outcomes <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Community
Target <ul style="list-style-type: none"> • 66% of bridge program participants will increase at least one level in math placement. • 70% of bridge program participants who place at basic skills level in math will register for the appropriate course or pathway. • Establish learning community cohorts from bridge program participants 	Resource Planning Estimated Cost \$ _____ TBD _____ Funding Source <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential <input type="checkbox"/> Requested <input type="checkbox"/> NA Timeline Target Date(s) _____
Metrics <ul style="list-style-type: none"> • Increase the participation among targeted groups by 10%. • Pre-and post-bridge program placement data • Enrollment data (F14) • Enrollment data by ethnicity (for tracking in 2014-15) • Students will participate in at least one learning community activity after program 	Lead Role <ul style="list-style-type: none"> • Math faculty • Counseling faculty • Institutional Research • Office of Instruction
Supporting Documentation <ul style="list-style-type: none"> <input type="checkbox"/> ACCJC Recommendation <input checked="" type="checkbox"/> District Priority <input checked="" type="checkbox"/> Educational and Strategic Master Plan <input type="checkbox"/> PaRC Initiative <input type="checkbox"/> Program Review <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Other _____ 	
References & Notes <ul style="list-style-type: none"> • Summer Bridge program held: July 2012, July 2013, August 2013, and August 2014 • 2012 cohort were tracked over F12, W13 and S13. While majority of students were enrolled over course of year (~90%), only 8 students were enrolled in math for all three quarters. • 2013 cohort were analyzed to see how much their math placement changed from before and after program. About 70% of students with pre-and post-test data increased at least one level (49/69). 	
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