

## Foothill College Integrated Plan, 2017-19



### Student Support Services (3SP), Basic Skills, Student Equity Plan

**DRAFT**

November 22, 2017

Special thanks to Elaine Kuo and Lisa Ly for their work on the plan.

#### Executive Summary Directions:

Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The executive summary must be posted to the college website.

### **Executive Summary**

Foothill College, located in the San Francisco Bay Area's Silicon Valley, educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. This diversity includes enrollment from students who identified as 25% Latino, 26% Asian, 4% African American, 4% Filipino, and 36% White in 2014-15. One-fourth of Foothill College students identify as low income (annual income of less than \$25,000), an income rate that vastly underrepresents the needs and challenges faced by families in an area where the average price of a home approaches one million dollars.

Over the last several years Foothill College has intensified its effort towards equitable outcomes for all students. This effort includes changes to the mission statement to make equitable outcomes a core element of the mission:

**“We work to obtain equity in achievement of student outcomes.”**

It includes an educational master plan with one of three goals focused on equitable outcomes.

**“Create a culture of equity that promotes student success,  
particularly for underserved students.”**

The 2017-18 Strategic Objectives continue the focus on equity:

**“to address this gap, the college will need to remove barriers,  
provide a welcoming environment for all students,  
and provide additional support to augment the strengths our students bring to the  
College.”**

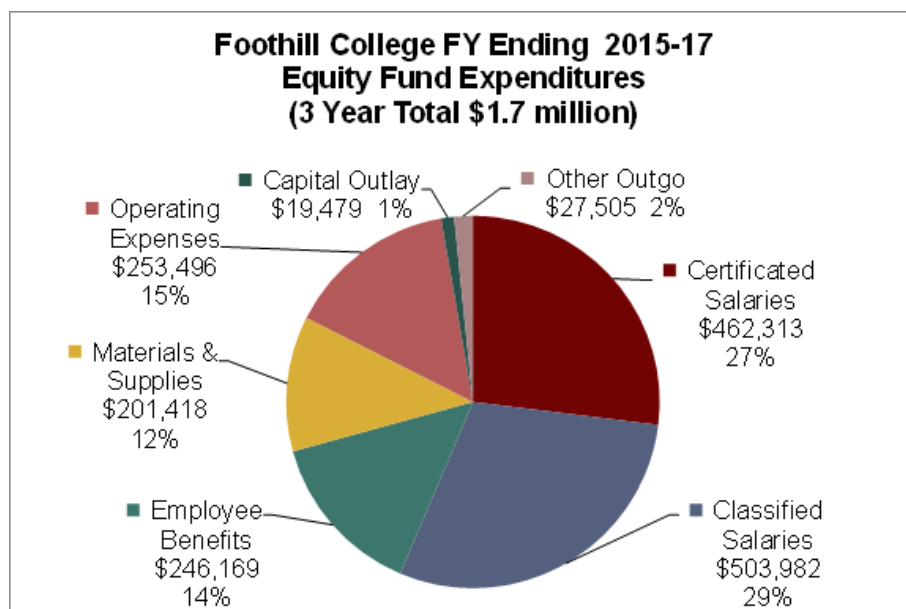
The fall 2015 equity plan outlined a number of activities aimed at moving the college closer to its stated mission and goals. These activities focused on increasing student course success rates and included the development of learning communities, early alert, and multiple measures pilots. Importantly the college has also focused attention on professional development both in terms of the facilitation of courageous conversations on different needs among groups as well as tangible suggestions on ways to support students with diverse histories and needs. Professional development has also focused on how to discuss equity and/or achievement gaps; identify one's teaching philosophy; approach syllabus redesign; and apply and practice an equity lens to student success.

The College spent a total of \$1.7 million in equity funds over the last 3 fiscal years (2015-17). Funds were spent on a wide range of activities, including professional development, book voucher/loan programs, Umoja and FYE learning communities, Early Alert, Equity Research, and tutoring. A sample of activities includes:

Sample Equity Activities FY 2015-16 and 2016-17

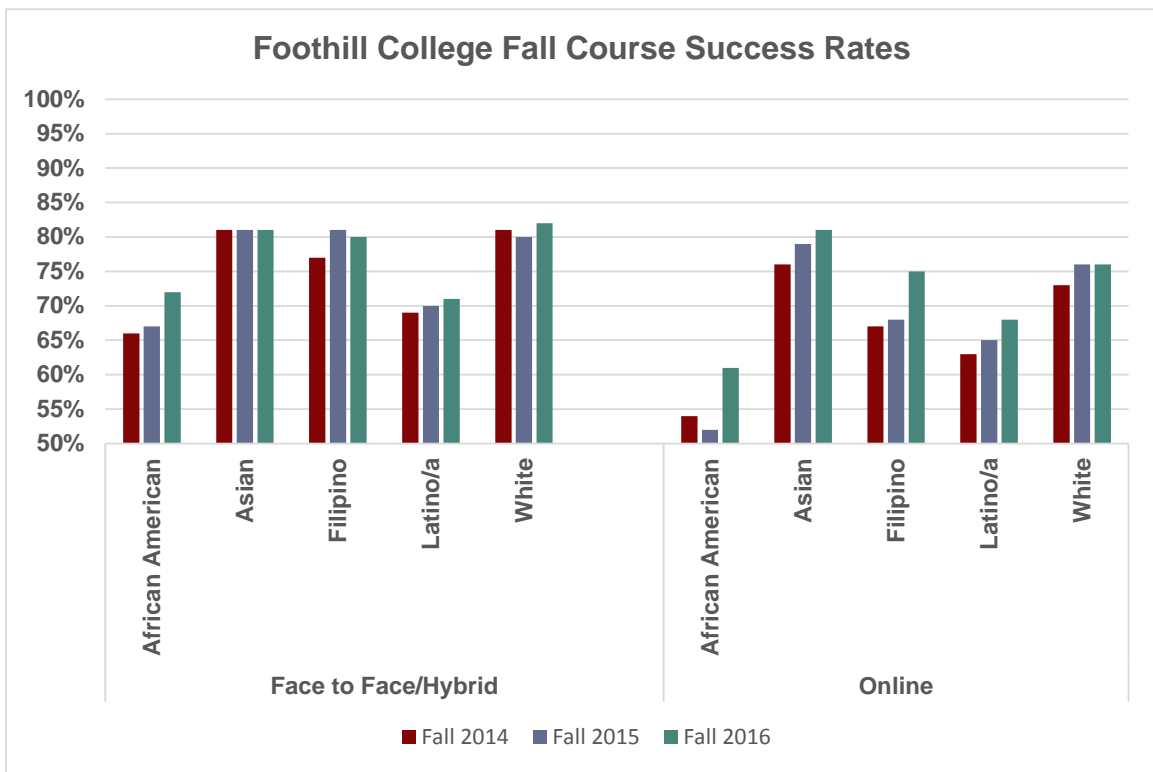
- Embedded Tutors and Pass the Torch Serving 85-100 students
- Professional Development Activities:
  - Faculty Teaching and Learning Academy, Dr. Frances Kendall presentation, Women in STEM, Courageous Conversations – total attendance 1,000+
- Owl Scholars early alert has served about 1,400 students
- Developed FYE and Umoja learning communities - have served about 175 students
- Multiple Measures Pilot resulted in about 300 students receiving higher placements in English/Math
- Book Vouchers, Calculator/Laptop Loan programs served about 500 students
- DRC Educational Coach Interns served about 50 students
- Institutional research on student needs including research related to:
  - multiple measures of assessment, chemistry course persistence, first generation student persistence, faculty demographics by division, and support for student-led equity research project
- Faculty research – Chemistry, Vocational ESL, English Accelerated Pathways
- Developed new Inquiry Tool for Faculty Section Analysis Comparisons
- Developed new online Program Review Data Tool for analysis of achievement

The college hired full and part time faculty and staff and contractors, and purchased materials and supplies to support the work. In addition, approximately \$5 million in 3SP and \$300,000 in Basic Skills funds were spent over the same period.



A review of institutional metrics (outlined in the Integrated Plan) reveals that there have been some improvements across the 5 goal areas. In particular, course success rates have improved over the period but gaps in achievements remain.

The graph below shows the course success rates for the largest ethnic groups at Foothill College. As the figure depicts, while students identifying as African American and Latino/a show gains in both face to face and online course success from fall 2014 to fall 2016, their success rates as a group are still generally more than 10 percentage points below the percentage for students identifying as Asian or White. For African American students the difference with Asian students in online success rates in fall 2016 was 20 percentage points (61%, 81%) with the ratio of success rates 61/81 equal to .75 – the success rate for African American students online is 75% of that of Asian students online.



The figure below shows the grade counts for all the ethnic groups tracked by the college.

| Fall Terms |                  | Face to Face/Hybrid |         | Online |         |
|------------|------------------|---------------------|---------|--------|---------|
|            |                  | Total               |         | Total  |         |
|            |                  | Grades              | Percent | Grades | Percent |
| Fall 2014  | African American | 952                 | 66%     | 879    | 54%     |
|            | Asian            | 5,955               | 81%     | 2,715  | 76%     |
|            | Filipino         | 1,252               | 77%     | 577    | 67%     |
|            | Latinx           | 4,968               | 69%     | 2,225  | 63%     |
|            | Native American  | 136                 | 74%     | 93     | 48%     |
|            | Pacific Islander | 248                 | 64%     | 125    | 64%     |
|            | White            | 6,573               | 81%     | 3,237  | 73%     |
|            | Decline to State | 2,052               | 83%     | 484    | 83%     |
|            | Total            | 22,136              | 78%     | 10,335 | 70%     |
| Fall 2015  | African American | 791                 | 67%     | 797    | 52%     |
|            | Asian            | 5,805               | 81%     | 2,840  | 79%     |
|            | Filipino         | 1,195               | 81%     | 680    | 68%     |
|            | Latinx           | 5,229               | 70%     | 2,321  | 65%     |
|            | Native American  | 122                 | 79%     | 84     | 58%     |
|            | Pacific Islander | 229                 | 66%     | 100    | 59%     |
|            | White            | 5,987               | 80%     | 3,205  | 76%     |
|            | Decline to State | 2,236               | 84%     | 471    | 84%     |
|            | Total            | 21,594              | 78%     | 10,498 | 72%     |
| Fall 2016  | African American | 804                 | 72%     | 701    | 61%     |
|            | Asian            | 6,009               | 81%     | 3,050  | 81%     |
|            | Filipino         | 1,205               | 80%     | 671    | 75%     |
|            | Latinx           | 5,402               | 71%     | 2,345  | 68%     |
|            | Native American  | 94                  | 86%     | 81     | 62%     |
|            | Pacific Islander | 296                 | 68%     | 136    | 62%     |
|            | White            | 5,593               | 82%     | 3,029  | 76%     |
|            | Decline to State | 1,177               | 86%     | 422    | 86%     |
|            | Total            | 20,580              | 79%     | 10,435 | 75%     |

Source: Lisa Ly

The college continues to examine how its practices might unintentionally be reinforcing societal biases. The college collectively, and faculty and staff individually, are dedicated to finding ways to acknowledge and address the stereotypes and racism our students face.

The 2015 Equity Plan explicitly referenced the connections to the 3SP and Basic Skills Plans and activities. The plan proposed leveraging our integrated governance process and creation of an operational team. While the operational team has not yet come to fruition, the governance process has been used to provide input into the development of the 2017-2019 integrated plan.

The Foothill College 2017-19 Integrated Plan includes activities to support the following five goals:

- 1. Increase access to college opportunity**
- 2. Improve basic skills persistence**
- 3. Expand NonCredit courses and certificates**
- 4. Improve course completion**
- 5. Improve certificate, degree or transfer completion**

The following 2017-18 allocations will support the activities outlined in the Integrated Plan:

|                           |             |
|---------------------------|-------------|
| Basic Skills Initiative - | \$168,665   |
| Student Equity --         | \$830,000   |
| Credit SSSP --            | \$3,182,632 |
| Noncredit SSSP --         | \$156,109   |

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## Part II – Program Goals and Planning

### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college's previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

| Goal   | Progress  |                |                     |                |                                  |  |
|--|---|----------------|---------------------|----------------|----------------------------------|--|
| <b>SEP - Access:</b><br>improve access to college for underrepresented student groups. | <ul style="list-style-type: none"> <li>➤ Foothill continues to attract a higher proportion of males, African Americans, Latinx and low-income students than represented in the county.</li> <li>➤ An access gap of at least 3 percentage points remains for female, Asian, veteran and students with disabilities.</li> </ul> |                |                     |                |                                  |  |
|  | 2014  |                | 2015                |                | 2015 %<br>point gap<br>to County |  |
| Access   | Foothill<br>College   | Santa<br>Clara | Foothill<br>College | Santa<br>Clara |                                  |  |
| Female   | 46%   | 50%            | 46%                 | 50%            | -4                               |  |
| Male   | 53%   | 50%            | 53%                 | 50%            | +3                               |  |
| African American   | 5%  | 2%             | 5%                  | 2%             | +3                               |  |
| Asian  | 21%   | 33%            | 26%                 | 33%            | -7                               |  |
| Filipinx   | 5%  | 5%             | 5%                  | 5%             | 0                                |  |
| Latinx   | 25%   | 25%            | 27%                 | 25%            | +2                               |  |
| White  | 34%   | 32%            | 32%                 | 31%            | +1                               |  |
| Low Income   | 24%   | 12%            | 25%                 | 12%            | +13                              |  |
| DSPS   | 2%  | 9%             | 2%                  | 10%            | -8                               |  |
| Foster Youth   | 0%  | 1%             | 0%                  | 1%             | -1                               |  |
| Veteran  | 1%  | 4%             | 1%                  | 4%             | -3                               |  |

*Source: FHDA IRP Credit, Santa Clara County American Community Survey*

| <p><b>SEP - Course Completion:</b> improve course completion for African American, Latinx and low-income students.</p> | <ul style="list-style-type: none"> <li>➤ Success rates for the disproportionately impacted groups identified in the 2015 Equity Plan increased at a faster rate than the overall college rate from fall 2014 to fall 2016.</li> <li>➤ Even though the success rate gaps have narrowed, there is still a gap of 5 percentage points or greater.</li> </ul> <table border="1" data-bbox="581 428 1377 810"> <thead> <tr> <th>Course Success/ Completion</th> <th>Fall 2014</th> <th>Fall 2016</th> <th>% point change</th> <th>% point gap to College</th> </tr> </thead> <tbody> <tr> <td>Foothill College</td> <td>77%</td> <td>79%</td> <td>+2</td> <td>-</td> </tr> <tr> <td>Equity Plan Groups</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>    African American</td> <td>62%</td> <td>69%</td> <td>+7</td> <td>-10</td> </tr> <tr> <td>    Latinx</td> <td>70%</td> <td>74%</td> <td>+4</td> <td>-5</td> </tr> <tr> <td>    Low Income</td> <td>67%</td> <td>72%</td> <td>+5</td> <td>-7</td> </tr> </tbody> </table> <p><i>Source: FHDA IRP Credit</i></p> | Course Success/ Completion      | Fall 2014      | Fall 2016              | % point change | % point gap to College    | Foothill College | 77% | 79% | +2                     | -   | Equity Plan Groups |    |                       |     |     | African American | 62% | 69% | +7 | -10 | Latinx | 70% | 74% | +4 | -5 | Low Income | 67% | 72% | +5 | -7 |
|--|--|---------------------------------|----------------|------------------------|----------------|---------------------------|------------------|-----|-----|------------------------|-----|--------------------|----|-----------------------|-----|-----|------------------|-----|-----|----|-----|--------|-----|-----|----|----|------------|-----|-----|----|----|
| Course Success/ Completion   | Fall 2014  | Fall 2016                       | % point change | % point gap to College |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| Foothill College   | 77%  | 79%                             | +2             | -                      |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| Equity Plan Groups   |  |                                 |                |                        |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| African American   | 62%  | 69%                             | +7             | -10                    |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| Latinx   | 70%  | 74%                             | +4             | -5                     |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| Low Income   | 67%  | 72%                             | +5             | -7                     |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| <p><b>BSI - Basic Skills Pathway Completion:</b> improve basic skills pathway completion rates.</p>                    | <ul style="list-style-type: none"> <li>➤ The completion rates for students who started in basic skills and completed a college-level English/Math/ESL course within 6 years increased by at least 1 percentage point, with Math having the largest improvement.</li> </ul> <table border="1" data-bbox="574 1076 1382 1284"> <thead> <tr> <th>Basic Skills Pathway Completion</th> <th>Cohort 2009-14</th> <th>Cohort 2011-16</th> <th>% point change</th> </tr> </thead> <tbody> <tr> <td>Foothill College: English</td> <td>56%</td> <td>57%</td> <td>+1</td> </tr> <tr> <td>Foothill College: Math</td> <td>43%</td> <td>48%</td> <td>+5</td> </tr> <tr> <td>Foothill College: ESL</td> <td>48%</td> <td>51%</td> <td>+3</td> </tr> </tbody> </table> <p><i>Source: Scorecard 2008-09/2013-14 and 2010-11/2015-16 cohorts</i></p>   | Basic Skills Pathway Completion | Cohort 2009-14 | Cohort 2011-16         | % point change | Foothill College: English | 56%              | 57% | +1  | Foothill College: Math | 43% | 48%                | +5 | Foothill College: ESL | 48% | 51% | +3               |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| Basic Skills Pathway Completion  | Cohort 2009-14   | Cohort 2011-16                  | % point change |                        |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| Foothill College: English  | 56%  | 57%                             | +1             |                        |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| Foothill College: Math   | 43%  | 48%                             | +5             |                        |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |
| Foothill College: ESL  | 48%  | 51%                             | +3             |                        |                |                           |                  |     |     |                        |     |                    |    |                       |     |     |                  |     |     |    |     |        |     |     |    |    |            |     |     |    |    |



**SEP - English, Math and ESL:** improve basic skills pathway completion rates in English for African American, Filipinx and low-income students; Math for African American, Latinx and low-income students; and ESL for females and Latinx students.

- With the exception of Latinx in the ESL pathway, basic skills pathway completion rates for the student groups identified in the 2015 Equity Plan increased at a faster rate than compared to the college.
- While the completion gap has narrowed, a gap of at least 3 percentage points remains for most of the equity plan groups.

| Basic Skills Pathway Completion | Cohort 2009-14 | Cohort 2011-16 | % point change | % point gap to College |
|---------------------------------|----------------|----------------|----------------|------------------------|
| <u>English</u>                  |                |                |                |                        |
| Foothill College                | 56%            | 57%            | +1             | -                      |
| Equity Plan Groups              |                |                |                |                        |
| African American                | 37%            | 41%            | +4             | -16                    |
| Filipinx                        | 43%            | 59%            | +16            | +2                     |
| Low Income                      | 49%            | 54%            | +5             | -3                     |
| <u>Math</u>                     |                |                |                |                        |
| Foothill College                | 43%            | 48%            | +5             | -                      |
| Equity Plan Groups              |                |                |                |                        |
| African American                | 20%            | 31%            | +11            | -17                    |
| Latinx                          | 37%            | 47%            | +10            | -1                     |
| Low Income                      | 37%            | 45%            | +8             | -3                     |
| <u>ESL</u>                      |                |                |                |                        |
| Foothill College                | 48%            | 51%            | +3             | -                      |
| Equity Plan Groups              |                |                |                |                        |
| Females                         | 45%            | 51%            | +6             | -                      |
| Latinx                          | 37%            | 31%            | -6             | -20                    |

Source: Scorecard 2008-09/2013-14 and 2010-11/2015-16 cohorts

**SEP - Degree/  
Certificate  
Completion:** improve  
degree/certificate  
completion rates for  
African American,  
Latinx and low-  
income students.

- Degree and certificate completion rates for first-time college students (that do not transfer) increased between the 2009-14 and 2011-16 college cohorts by 5 and 8 percentage points, respectively.
- Over the same period, African American, Latinx and Low Income students continue to earn a degree at a rate that is higher than the college overall.
- Despite improvements, African American, Latinx and Low Income students' certificate completion rates continue to trail the college by at least 3 percentage points.

| Degree & Certificate Completion | Cohort 2009-14 | Cohort 2011-16 | % point change | % point gap to College |
|---------------------------------|----------------|----------------|----------------|------------------------|
| <u>Degree</u>                   |                |                |                |                        |
| Foothill College                | 11%            | 16%            | +5             | -                      |
| Equity Plan Groups              |                |                |                |                        |
| African American                | 13%            | 17%            | +4             | 1                      |
| Latinx                          | 12%            | 17%            | +5             | 1                      |
| Low Income                      | 15%            | 18%            | +3             | 2                      |
| <u>Certificate</u>              |                |                |                |                        |
| Foothill College                | 8%             | 16%            | +8             | -                      |
| Equity Plan Groups              |                |                |                |                        |
| African American                | 3%             | 6%             | +3             | -10                    |
| Latinx                          | 4%             | 9%             | +5             | -7                     |
| Low Income                      | 8%             | 13%            | +5             | -3                     |

Source: Scorecard 2008-09/2013-14 and 2010-11/2015-16 cohorts

| <p><b>SEP - Transfer/Transfer Prepared:</b> improve transfer/transfer prepared rates for African American, Latinx and low-income students.</p> | <ul style="list-style-type: none"> <li>➤ Transfer rates for first-time to college African American and Low Income students who attempted a college-level English or Math course increased by at least 4 percentage points, whereas the college rate remained the same.</li> <li>➤ The transfer rate declined by 2 percentage points for Latinx students over the same period.</li> </ul> <table border="1" data-bbox="565 465 1393 847"> <thead> <tr> <th>Transfer/Transfer Prepared Completion</th> <th>Cohort 2009-14</th> <th>Cohort 2011-16</th> <th>% point change</th> <th>% point gap to College</th> </tr> </thead> <tbody> <tr> <td>Foothill College</td> <td>61%</td> <td>61%</td> <td>-</td> <td>-</td> </tr> <tr> <td colspan="5">Equity Plan Groups</td> </tr> <tr> <td>African American</td> <td>35%</td> <td>51%</td> <td>+16</td> <td>-10</td> </tr> <tr> <td>Latinx</td> <td>44%</td> <td>42%</td> <td>-2</td> <td>-19</td> </tr> <tr> <td>Low Income</td> <td>49%</td> <td>53%</td> <td>+4</td> <td>-8</td> </tr> </tbody> </table> <p><i>Source: Scorecard 2008-09/2013-14 and 2010-11/2015-16 cohorts</i></p> | Transfer/Transfer Prepared Completion | Cohort 2009-14 | Cohort 2011-16         | % point change | % point gap to College | Foothill College | 61% | 61% | -                  | -   | Equity Plan Groups |    |            |     |     | African American | 35%              | 51% | +16 | -10 | Latinx                      | 44% | 42% | -2 | -19 | Low Income | 49% | 53% | +4 | -8 |
|--|---|---------------------------------------|----------------|------------------------|----------------|------------------------|------------------|-----|-----|--------------------|-----|--------------------|----|------------|-----|-----|------------------|------------------|-----|-----|-----|-----------------------------|-----|-----|----|-----|------------|-----|-----|----|----|
| Transfer/Transfer Prepared Completion  | Cohort 2009-14  | Cohort 2011-16                        | % point change | % point gap to College |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| Foothill College   | 61%   | 61%                                   | -              | -                      |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| Equity Plan Groups   |   |                                       |                |                        |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| African American   | 35%   | 51%                                   | +16            | -10                    |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| Latinx   | 44%   | 42%                                   | -2             | -19                    |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| Low Income   | 49%   | 53%                                   | +4             | -8                     |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| <p><b>SSSP - provide core SSSP services to students.</b></p>   | <ul style="list-style-type: none"> <li>➤ From fall 2014 to fall 2016, the percentage of students who received Educational Plan and Academic/Progress Probation services increased by 6 and 1 percentage points, respectively.</li> <li>➤ Orientation and Counseling remained the same over the same period, and Initial Assessment declined by 2 percentage points.</li> </ul> <table border="1" data-bbox="565 1116 1393 1410"> <thead> <tr> <th>SSSP Core Services</th> <th>Fall 2014</th> <th>Fall 2016</th> <th>% point change</th> </tr> </thead> <tbody> <tr> <td>Initial Orientation</td> <td>5%</td> <td>5%</td> <td>-</td> </tr> <tr> <td>Initial Assessment</td> <td>10%</td> <td>8%</td> <td>-2</td> </tr> <tr> <td>Counseling</td> <td>22%</td> <td>22%</td> <td>-</td> </tr> <tr> <td>Educational Plan</td> <td>13%</td> <td>19%</td> <td>+6</td> </tr> <tr> <td>Academic/Progress Probation</td> <td>2%</td> <td>3%</td> <td>+1</td> </tr> </tbody> </table> <p><i>Source: CCCC DataMart Student Success Services</i></p>   | SSSP Core Services                    | Fall 2014      | Fall 2016              | % point change | Initial Orientation    | 5%               | 5%  | -   | Initial Assessment | 10% | 8%                 | -2 | Counseling | 22% | 22% | -                | Educational Plan | 13% | 19% | +6  | Academic/Progress Probation | 2%  | 3%  | +1 |     |            |     |     |    |    |
| SSSP Core Services   | Fall 2014   | Fall 2016                             | % point change |                        |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| Initial Orientation  | 5%  | 5%                                    | -              |                        |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| Initial Assessment   | 10%   | 8%                                    | -2             |                        |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| Counseling   | 22%   | 22%                                   | -              |                        |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| Educational Plan   | 13%   | 19%                                   | +6             |                        |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |
| Academic/Progress Probation  | 2%  | 3%                                    | +1             |                        |                |                        |                  |     |     |                    |     |                    |    |            |     |     |                  |                  |     |     |     |                             |     |     |    |     |            |     |     |    |    |

Source: Lisa Ly

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

The campus commitment to increasing student success has helped significantly in some areas. There are areas of innovation and student success stories across all three areas (3SP, Equity, Basic Skills) – from new ways of supporting student education plan development, to new learning communities and new noncredit curriculum. More work needs to be done, however, on coordinating the support we provide students throughout the path to achieving their educational goals.

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

| Goal                            | Activities in each program that serve the goal listed |  |  |
|---------------------------------|---|--|--|
|                                 | SSSP  | Student Equity   | BSI  |
| Improve basic skills completion | Early Alert program for basic skills courses          | Multiple measures of assessment pilot using student high school information. | Summer bridge programs in Math and English |

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

The Foothill Math Summer Bridge program has been very successful in moving students out of basic skills math. Students placing in to basic skills math are invited to attend two weeks of intensive math practice. At the end students retake the placement test with more about 60% of students moving up at least one level.

#### FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

## **Foothill College Integrated Plan Goals and Activities 2017-19**

The 3SP, Student Equity, and Basic Skills integrated plan supports the Educational Master Plan goal of creating a culture of equity that promotes student success, particularly for underserved students. The Integrated Plan incorporates the Guided Pathways approach by including elements that support a students' path to obtain their educational goals. The plan includes 5 goals:

- 1. Increase access to college opportunity**
- 2. Improve basic skills persistence**
- 3. Expand NonCredit courses and certificates**
- 4. Improve course completion**
- 5. Improve certificate, degree or transfer completion**

The Integrated Plan replaces the existing 3SP, Equity, and Basic Skills plans. While funding is not explicitly linked for each activity, the plan Goals can guide activities supported by these categorical allocation programs:

1. Student Equity
2. Basic Skills
3. 3SP Credit
4. 3SP NonCredit
5. Adult Education
6. Strong Workforce
7. Guided Pathways

Expenditure guidelines for 3SP, Equity, and Basic Skills remain distinct, with 3SP funding dependent on the amount of 3SP activities. The activities below are proposed to be the focus of the college's efforts in these areas. Not all the proposed activities require funding, some activities are continuing from current plans and some activities are new.

The next step in the planning process will be to further specify which of the proposed activities will be operationalized and prioritized, including developing a timeline, responsible parties, funding, and assessments.

***The emphasis for the Goals is on eliminating disproportionate impact among student groups.***

**1. Increase access to college opportunity**

- Increase student participation in 3SP activities. 3SP
- Provide assessment and orientation services in multiple locations and modalities. 3SP
- Provide counseling support for undocumented students. 3SP
- Provide director support to students to ease financial barriers to success, including nutrition assistance, etc. SEP
- Conduct institutional research on student needs; identifying student curricular bottlenecks (such as gatekeeper courses beyond basic skills); and new programs. SEP
- Offer additional dual enrollment opportunities for students. SEP
- Support programs to promote increased diversity in STEM fields. SEP
- Develop AB 288 Agreements to meet local needs. BSI
- Expand programming to Adult Education students. BSI

**2. Improve basic skills persistence**

- Provide increased counseling support for students at-risk for academic/progress probation. 3SP
- Continue to provide early alert and early intervention support. 3SP
- Use multiple measures of assessment that includes high school data for course placement. 3SP/SEP
- Expand accelerated and modular curriculum models and offerings. SEP
- Expand embedded tutoring and supplemental instruction opportunities. SEP/BSI
- Continue to provide learning center support services for students. BSI
- Expand the number of learning bridge (summer and throughout the year) programs. BSI

**3. Expand NonCredit courses and certificates**

- Provide 3SP Service to students to assist with transition from noncredit to credit. 3SP
- Support learning by purchasing textbooks for Non-Credit ESL students. SEP
- Develop new noncredit basic skills curriculum, including skills based modules. BSI

#### **4. Improve course completion**

- Expand outreach to students on the use of electronic comprehensive educational plans. 3SP
- Implement intrusive counseling. 3SP
- Continue to provide learning community opportunities. SEP
- Implement additional mentoring services for students. SEP
- Expand service leadership opportunities for students. SEP
- Increase the frequency and participation in Professional Development. SEP/BSI

#### **5. Improve certificate, degree or transfer completion**

- Offer additional support to help all students make an informed choice of major and/or career goal 3SP
- Develop and publish clear, structured academic program maps SEP
- Work with De Anza College and regional institutions to align placement practices and curriculum. SEP
- Provide new ways to build community and engage students taking online courses. SEP
- Collaborate with K-12 and 4-year partners to define new educational pathways to and from Foothill College. SEP
- Support attendance at regional and state Professional Development events. SEP/BSI

## BSI/SEP/SSSP Integrated Plan, 2018-17 to 2018-19

### Goals & Metrics

#### **Goal 1: Increase access to college opportunity**

- Total FTES will increase by 1.5% per year, from 12,390 in AY17 to 12,764 in AY19.
- Dual enrollment FTES will increase by 10% per year, from 400 in AY17 to 480 in AY19.

#### **Goal 2: Improve basic skills pathway completion**

- The percent of basic skills English students who complete a college-level English course within 6 years will increase +5 percentage points from 57% for the 2011-16 cohort to 62% for the 2013-18 cohort.
- The percent of basic skills math students who complete a college-level math course within 6 years will increase +5 percentage points from 48% for the 2011-16 cohort to 53% for the 2013-18 cohort
- The percent of basic skills ESL students who complete a college-level ESL/English course within 6 years will increase +5 percentage points from 51% for the 2011-16 cohort to 56% for the 2013-18 cohort

#### **Goal 3: Expand non-credit courses and certificates**

- Non-credit FTES will increase by 10% per year, from 386 in AY17 to 466 in AY19.

#### **Goal 4: Improve course completion**

- The overall course completion rate will increase 5 percentage points from 79% in AY17 to 84% in AY19.
- The course completion rate for African American, Filipinx, Latinx and Pacific Islanders students will increase 5 percentage points from 72% in AY17 to 79% in AY19.

#### **Goal 5: Improve degree, certificate, transfer and CTE completion**

- Fall to spring persistence rate will increase from 46% in F16 to 50% in F18.
- The percentage of first-time college students who earn a degree, certificate, transfer or achieve transfer prepared status within 6 years will increase 5 percentage points from 63% in AY16 to 68% in AY18.
- The percentage of first-time college students who transfer to a four-year institution within 6 years will increase 5 percentage points from 53% in AY16 to 58% in AY18.
- The percentage of first-time career and technical education students who earn a degree, certificate or transfer or transfer prepared outcome within 6 years will increase 5 percentage points from 49% in AY16 to 54% in AY18.

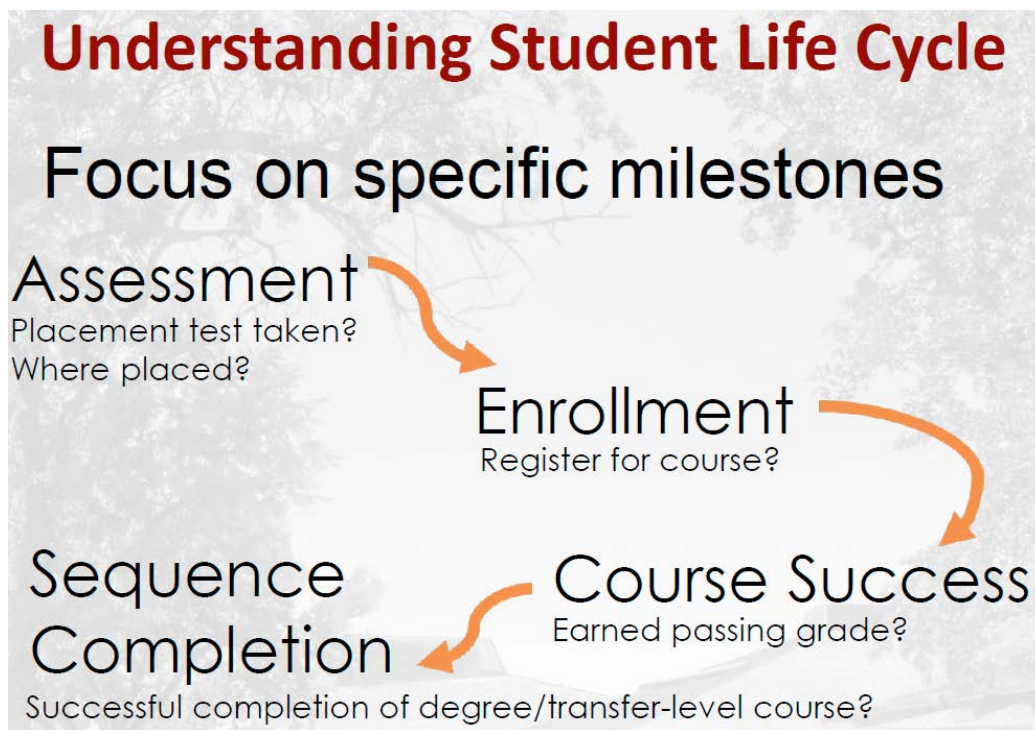
Source: Lisa Ly



- How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

As the college reviews its governance structure in 2017-18, the Student Success Collaborative (SSC) will continue to provide the vision and guidance for the College's student success plans, emphasizing program alignment, integration and coordination of the Student Success & Support Program (SSSP), Student Equity (SE), and Basic Skills Initiative (BSI) plans. The Collaborative provides a shared governance venue for input and discussion on the activities outlined to achieve plan goals. Assessments and evaluations of activities, including periodic updates on the metrics, will be provided to members by the institutional research office. The feedback from Collaborative members will be shared with PaRC which provides input to the President on plan progress.

The Collaborative will continue to use the Student Life Cycle model in providing feedback through the governance process:

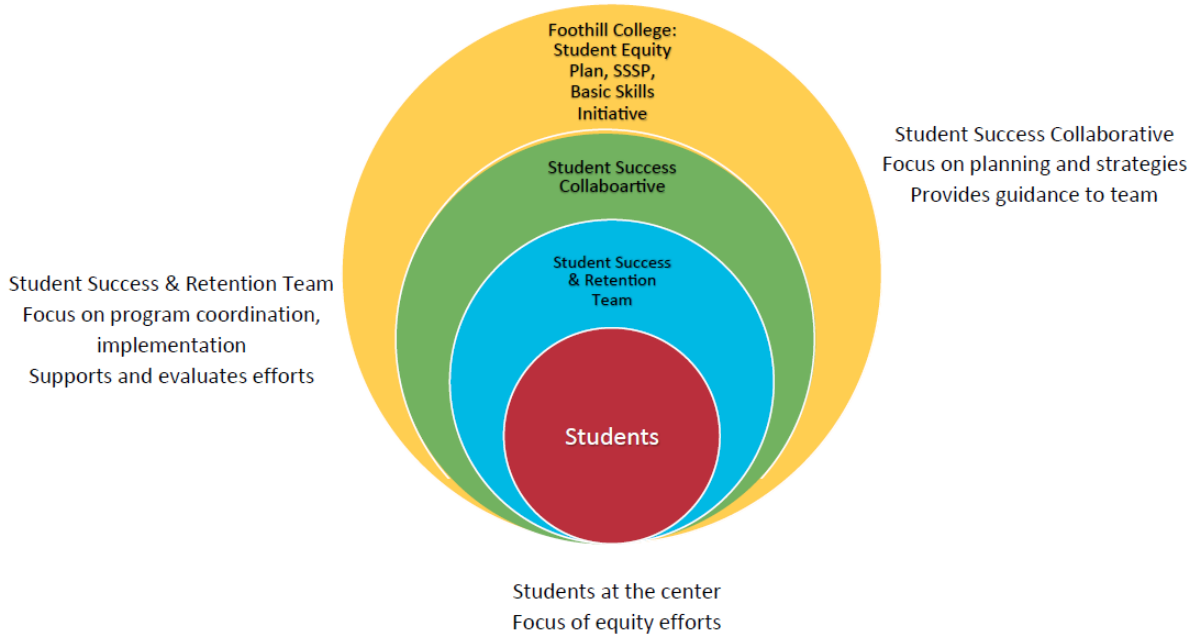


Source: Elaine Kuo, PhD

The Collaborative, together with the Student Success and Retention Team will help ensure a student focused approach to our work as outlined in the diagram below.

STUDENT SUCCESS COLLABORATIVE & STUDENT SUCCESS AND RETENTION TEAM

Student Equity Plan, Student Success & Support Program, Basic Skills Initiative  
Provide institutional opportunities to narrow the achievement gap  
Identify goals and initiatives



Source: Elaine Kuo, PhD

The Student Success and Retention Team will provide a venue for operational insight and collaboration across divisions and departments to ensure effective implementation of activities. Collaboration will also occur through the President's Cabinet.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Foothill College offers a range of noncredit courses which help students reach their goals in several ways. First we offer noncredit basic skills courses in areas such as ESL, math, and language arts which are designed to assist students in preparation for their credit courses. We also offer noncredit parenting courses to assist students in achieving their personal goals. In addition, we offer career noncredit courses in home health aide and transition to work.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Professional development is a key strategy for achieving three of our major plan goals: improving certificate/degree/transfer completion, improving course success rates, and increasing (enrollment and) retention. We plan to leverage our full time professional development coordinator to ensure faculty and staff are equipped with pedagogical and service practices known to help increase student engagement and success. These include approaches such as culturally responsive teaching and service delivery, techniques to mitigate stereotype threat, and humanizing online classroom environments.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Integrated Plan metrics will be included in the overall college system of metrics used to evaluate college goals. These metrics will be evaluated at least annually to assess how well our initiatives are doing in achieving college goals. Individual initiatives will also be evaluated for achievement of their outcomes or goals. The combination of broad institutional metrics and initiative evaluation will allow us to realign resources to what is working best.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Information on the integrated plans of both colleges will be shared with the Board of Trustees. Personnel at both colleges often share their approaches and successes so that the sister college can learn from the experience. In addition, districtwide we utilize common technology resources like our student information system (Banner), Starfish, and Canvas. Both campuses are involved in Multiple Measures discussions via the District Assessment Taskforce and are working towards standard use of high school data in placement decisions.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

The 2017-18 Integrated Plan Budget will include the following allocations:

|                           |             |
|---------------------------|-------------|
| Basic Skills Initiative - | \$168,665   |
| Student Equity --         | \$830,000   |
| Credit SSSP --            | \$3,182,632 |
| Noncredit SSSP --         | \$156,109   |

**Planned Expenditures**

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more i

| Object Code | Category                                  | Basic Skills Initiative                 | Student Equity | Credit SSSP  | Credit SSSP - Match | Noncredit SSSP | Noncredit SSSP - Match |                     |
|-------------|---|---|----------------|--------------|---------------------|----------------|------------------------|---------------------|
| 1000        | Academic Salaries                         |   | \$ 224,100     | \$ 913,044   |                     | \$ 50,849      |                        |                     |
| 2000        | Classified and Other Nonacademic Salaries | \$ 86,452                               | \$ 240,700     | \$ 1,248,103 |                     | \$ 64,890      |                        |                     |
| 3000        | Employee Benefits                         | \$ 3,691                                | \$ 116,200     | \$ 728,719   |                     | \$ 40,370      |                        |                     |
| 4000        | Supplies & Materials                      | \$ 53,515                               | \$ 99,600      | \$ 60,570    |                     | \$ -           |                        |                     |
| 5000        | Other Operating Expenses and Services     | \$ 24,940                               | \$ 124,500     | \$ 217,923   |                     | \$ -           |                        |                     |
| 6000        | Capital Outlay                            |   | \$ 8,300       | \$ 14,273    |                     | \$ -           |                        |                     |
| 7000        | Other Outgo                               | \$ 67                                   | \$ 16,600      | \$ -         |                     | \$ -           |                        |                     |
|             | <b>Program Totals</b>                     | \$ 168,665                              | \$ 830,000     | \$ 3,182,632 | \$ 3,182,632        | \$ 156,109     | \$ 156,109             |                     |
|             |   |   |                |              | <b>Match</b>        |                | <b>Match</b>           |                     |
|             |   | <b>BSI, SE, &amp; SSSP Budget Total</b> |                |              |                     |                |                        | <b>\$ 4,337,406</b> |

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below: **SEE ABOVE**

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

The Chancellor's Office could provide assistance by a) providing analytical reports of disaggregated trend data with written analyses tailored to each college; b) technology to allow speedy approval of new curriculum (including noncredit – current wait is 6 month); and c) college specific and regional technical assistance / professional on effective practices.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name \_\_\_Andrew LaManque \_\_\_\_\_  
Title \_\_\_AVP Instruction \_\_\_\_\_  
Email Address \_\_\_lamanquenadrew@fhda.edu \_\_\_\_\_  
Phone \_\_\_(650) 949-7179 \_\_\_\_\_

Alternate Point of Contact:

Name \_\_\_Laureen Balducci \_\_\_\_\_  
Title \_\_\_AVP Student Services \_\_\_\_\_  
Email Address \_\_\_balduccilaureen@fhda.edu \_\_\_\_\_  
Phone \_\_\_(650) 949-7823 \_\_\_\_\_

### Part III – Approval and Signature Page

College: \_\_\_\_ Foothill College \_\_\_\_\_ District: \_ Foothill-De Anza CCD \_\_\_\_\_

Board of Trustees Approval Date: \_\_ January 16, 2018 \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

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| Chancellor/President | Date | Email Address |
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| Chief Business Officer | Date | Email Address |
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| Chief Instructional Officer | Date | Email Address |
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| Chief Student Services Officer | Date | Email Address |
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| President, Academic Senate | Date | Email Address |
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