



FOOTHILL COLLEGE

CORE MISSION WORKGROUP OBJECTIVES for 2016-2017

CORE MISSION WORKGROUP <input type="checkbox"/> Transfer <input type="checkbox"/> Workforce <input type="checkbox"/> Student Equity <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Operations Planning Committee		
MAP TO EDUCATIONAL MASTER PLAN (EMP) GOAL <input checked="" type="checkbox"/> Create a culture of equity that promotes student success, particularly for underserved students. <input type="checkbox"/> Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance. <input type="checkbox"/> Recognize and support a campus culture that values ongoing improvement and stewardship of resources.		
WORKGROUP OBJECTIVE Support pathways to move students successfully through basic skills course sequences	MAP TO INSTITUTIONAL LEARNING OUTCOMES (ILOs) <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Community	
TARGET(S) <ul style="list-style-type: none"> Increase success rates in Math 220 10% from 2015-2016. Increase success rates in Math My Way 10% from 2015-2016. Maintain success rates in Math 105. Increase success rates in English 209 by 5% from 2015 – 2016. Increase the number of non-credit ESL student who move on to credit ESL classes. 	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): Summer 2016 – Spring 2017		
INDICATORS <ul style="list-style-type: none"> Success rates, enrollment numbers and success rate of disproportionately impacted students for Math 220, Math My Way, Math 105, English 209. Number of students that transition from non-credit to credit ESL classes. 	LEAD ROLE <ul style="list-style-type: none"> Math faculty English faculty ESL faculty Supplemental instruction faculty Institutional Research 	SUPPORTING DOCUMENTATION <ul style="list-style-type: none"> <input type="checkbox"/> ACCJC Recommendation (Standard_____) <input checked="" type="checkbox"/> Basic Skills Initiative <input checked="" type="checkbox"/> District Strategic Plan <input checked="" type="checkbox"/> Educational Master Plan Objectives <input type="checkbox"/> Institutional Goals (IEPI) <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Student Success & Support Program Plan <input type="checkbox"/> Other_____
REFERENCES & NOTES <ul style="list-style-type: none"> There was a 10% increase in success rates in Math 105 from 2014-2015 to 2015 -2016. 		WORKGROUP PARTICIPANTS Tri-Chairs: Maureen Mccarthy, Teresa Zwack, Lori Silverman Members: Kerry Bahadur, Matthew Low, San Lu, Valerie Fong, Katie Ha, Voltaire Villanueva, Allison Herman, Elaine Kuo, Eric Reed, Sam White, Tilly Wu, Sarah Munoz, Justin Schultz, Susie Huerta, Jiin Liang, Angel Tzeng Ex-Officio: Andrew Lamanque



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WORKGROUP OBJECTIVE Expand basic skills math bridge programs to serve 140 students, with a focus on increasing the math placement level for students originally placed at basic skills level, and incorporate collaboration between Math, ESLL/English, and Counseling Departments.	MAP TO INSTITUTIONAL LEARNING OUTCOMES (ILOs) <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Community	
TARGET(S) <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. ● Maintain high rate of participation in math summer bridge among traditionally underserved students ● Familiarize students with campus programs and resources. 	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) _____Summer 2016_____		
INDICATORS <ul style="list-style-type: none"> ● Pre-and post-bridge program placement data ● Enrollment data (F16) ● Participation rate by ethnicity 	LEAD ROLE <ul style="list-style-type: none"> ● Math faculty ● Counseling faculty ● Institutional Research ● Office of Instruction 	SUPPORTING DOCUMENTATION <input type="checkbox"/> ACCJC Recommendation (Standard_____) <input checked="" type="checkbox"/> Basic Skills Initiative <input type="checkbox"/> District Strategic Plan <input checked="" type="checkbox"/> Educational Master Plan Objectives <input type="checkbox"/> Institutional Goals (IEPI) <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Student Success & Support Program Plan <input type="checkbox"/> Other_____
REFERENCES & NOTES <ul style="list-style-type: none"> ● Summer Bridge program held: Summer 2012 – Summer 2016 ● Students who completed the program in Summer 2015 and Summer 2016 and enrolled in a math class for the Fall were given a \$50 textbook voucher. 		Workgroup Participants Tri-Chairs: Maureen Mccarthy, Teresa Zwack, Lori Silverman Members: Kerry Bahadur, Matthew Low, San Lu, Valerie Fong, Katie Ha, Voltaire Villanueva, Allison Herman, Elaine Kuo, Eric Reed, Sam White, Tilly Wu, Sarah Munoz, Justin Schultz, Susie Huerta, Jiin Liang, Angel Tzeng Ex-Officio: Andrew Lamanque



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WORKGROUP OBJECTIVE <ul style="list-style-type: none"> Continue to refine the structure of the English Bridge Program based on student feedback, review of existing program gaps, and survey of English/ESLL Faculty (esp. English 209 and 110 instructors) for greatest need. Increase the student pathway from Summer Bridge to learning communities--FYE, Umoja, or Puente—through collaboration and strategic marketing. Aim for higher enrollment and retention with two SB sections by starting the marketing and outreach earlier. Collaborate with EOPS, Counseling, and other summer support programs to more effectively share resources and reduce overlap. The program will focus on increasing students' reading, writing, critical thinking and metacognitive skills and connecting them to resources on campus, as well as giving them the tools and awareness to face challenges and persist in their education. 	MAP TO INSTITUTIONAL LEARNING OUTCOMES (ILOs) <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Computation <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Community	
TARGET(S) <ul style="list-style-type: none"> 70% of bridge program participants will register for the appropriate English course in the fall. 60% of bridge program participants will successfully complete their next English class 55% of bridge program participants will complete English 1A in the next 2 years Students will utilize campus resources. 	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): Summer 2016	
INDICATORS <ul style="list-style-type: none"> Enrollment data (F16-S17) Summer Bridge attendance and English course completion and persistence rates for bridge program participants Student self-assessment Instructor assessment of student participation Participation rate by ethnicity 	LEAD ROLE <ul style="list-style-type: none"> English faculty Supplemental Instruction Counseling faculty Institutional Research Office of Instruction 	SUPPORTING DOCUMENTATION <ul style="list-style-type: none"> <input type="checkbox"/> ACCJC Recommendation (Standard_____) <input checked="" type="checkbox"/> Basic Skills Initiative <input checked="" type="checkbox"/> District Strategic Plan <input checked="" type="checkbox"/> Educational Master Plan Objectives <input checked="" type="checkbox"/> Institutional Goals (IEPI) <input checked="" type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Student Success & Support Program Plan <input type="checkbox"/> Other_____

<p>REFERENCES & NOTES</p> <ul style="list-style-type: none">• Summer Bridge program held: Summer 2015 – Summer 2016• Students who completed the program in Summer 2015 and Summer 2016 and enrolled in an English class for the Fall were given a \$50 textbook voucher.	<p>WORKGROUP PARTICIPANTS</p> <p>Tri-Chairs: Maureen Mccarthy, Teresa Zwack, Lori Silverman</p> <p>Members: Kerry Bahadur, Matthew Low, San Lu, Valerie Fong, Katie Ha, Voltaire Villanueva, Allison Herman, Elaine Kuo, Eric Reed, Sam White, Tilly Wu, Sarah Munoz, Justin Schultz, Susie Huerta, Jiin Liang, Angel Tzeng</p> <p>Ex-Officio: Andrew Lamanque</p>	