



FOOTHILL COLLEGE
Student Success Collaborative
Thursday, July 27th, 2017
MEETING MINUTES

LOCATION: President's Conference Room (1901)
TIME: 10:00 AM – 2:00 PM

ITEMS	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	10:00-10:15	Introductions		
2	10:15-10:25	Review BSI, SEP, & 3SP Program Goals	Kuo	Discussion
3	10:25-11:35	Review Progress on Program Goals	Ly	
4	11:35-11:45	Student Success Collaborative 2016-2017 review	Kuo	Discussion
	11:45-12:15	Lunch		
5	12:15-1:20	Review Basic Skills Student Population Data: English basic skills sequence	Ly/Kuo	Discussion
		Review Basic Skills Student Population Data: Math basic skills sequence	Ly/Kuo	
6	1:20-2:00	Integrated Plan Alignment: Goal and Activities	Kuo	Discussion

PRESENT: Kelaiah Harris, Carolyn Holcroft, Elaine Kuo, Micaela Agyare, Lan Truong, Adrienne Hypolite, Lisa Ly, Denise Swett, Nazy Galoyan, Laureen Balducci, April Henderson, Eric Reed, Andrew LaManque, Ram Subramaniam, Teresa Ong, Thuy Nguyen

1) INTRODUCTIONS

Attendees of the Student Success Collaborative meeting introduced themselves.

2) REVIEW BSI, SEP, & 3SP PROGRAM GOALS

The Student Success Collaborative was created to align and collaborate amongst the existing plans, BSI, SEP, & 3SP, and identify goals and activities for the Integrated Plan. This meeting will review the alignment and collaboration among the existing plans, identify a strategic planning model, and review data to inform the 2017-2019 Integrated Plan.

The group reviewed the current plans and program goals for BSI, SEP, & 3SP. The shared goals were identified as improving success outcomes among students with basic skills needs and providing services to at-risk students. Lisa Ly presented data on the following:

- Student Equity Plan (SEP) indicators
 - Access
 - Course Completion
 - Basic Skills Sequence Completion (ENGL, MATH, ESL)
 - Degree/Certificate Completion
 - Transfer Completion
- Student Success & Support Program (3SP) services
 - Orientation

- Assessment/Placement
- Educational Plan
- Counseling & Follow-Ups
- Non-Credit Enrollment (NCBS 401A/401B & NCEL)
- English and Math Placements and Pathway Tracking

3) REVIEW PROGRESS ON PROGRAM GOALS

Key takeaways for the SEP:

- African American, Latino/a, and low-income students exhibit disproportionate impact across all indicators.
- Math basic skills completion rate is the only category where the college completion rate decreased.
- Overall course completion experienced gaps in the following populations: African American, Latino/a, Pacific Islander, Veterans, Foster Youth, and low-income.
- The face-to-face course completion rates have improved, but gaps remain for the disproportionately impacted groups.
- There was a suggestion to consider how the apprenticeship program impacts the course success rate and number of enrolled Latino/a students.
- Online courses experience a larger gap in Latino/a and low-income students.
- The college improved on academic probation rates; however, gaps remain for African American, foster youth, Veterans, and Pacific Islander students.
- Latino/a students comprise a higher rate of two-term academic probation compared to other ethnicities
- English basic skills completion rate has improved for males.
- African American and Pacific Islander students experience a gap in basic skills completion for math.
- Overall, degree completion counts has improved and the college anticipates completion to continue to improve with the ADTs.

Key takeaways for 3SP:

- The percent of students receiving core services dropped 1-2 percentage points Fall 15 to Fall 16.
 - Orientation: 5% to 4%
 - Assessment/Placement: 10% to 8%
 - Ed Plan Services: 20% to 19%
 - Counseling Services: 23% to 22%
- The increases observed among select student groups varies by service. Overall, males, African American, Latino/a, and White students are less likely to utilize services.
- Academic progress probation has increased.
- Students who attend the Summer Bridge Math Program generally increase their math placement by at least 1 level.
- Early alert (aka Owl scholars) received a referral of 430 students in 2016-17.

4) STUDENT SUCCESS COLLABORATIVE 2016-2017 REVIEW

The Student Success Collaborative met regularly throughout the 2016-17 academic year, and has identified the proposed target population for the 2017-19 Integrated Plan as first time new students who place in below transferable-level English and/or below degree-applicable in math. Areas of integration include student support services, instruction, and mentoring. Two outcomes were identified 1) close the achievement gap; and 2) reduce the amount of time for basic skills students to complete transfer applicable English and/or degree applicable math. The evaluation of the initiatives will be

facilitated by the Student Success and Retention Team. In particular, these initiatives will focus on specific milestones with the student life cycle: assessment, enrollment, course success, and sequence completion.

5) REVIEW BASIC SKILLS STUDENT POPULATION DATA: ENGLISH BASIC SKILLS SEQUENCE

REVIEW BASIC SKILLS STUDENT POPULATION DATA: MATH BASIC SKILLS SEQUENCE

The group reviewed the basic skills student population data for the English and Math sequence. Lisa presented data on first time new college students who enrolled in the following terms: fall 2014, fall 2015, and fall 2016. This population was tracked to the highest English/Math placement, courses enrolled, and first successful transfer level English/Math.

Key takeaways for English:

- Latino students comprise majority of the first time new student population.
- First time students who place in below transfer level English are more likely to place in ENGL 209/1S.
- More than half of the first time new students took the English placement test.
- Those who placed into ENGL 209/1S and enrolled in ENGL 209 for the first time, had a lower course success rate (66%) than those who enrolled in ENGL 1S (83%).
- Those who placed into ENGL 110-1A and ENGL 209-1A had course success rates of 78% (ENGL 110) and 83% (ENGL 209) in their first attempt.
- Students who successfully completed the course in which they placed, had a higher English transfer level completion rate than those who did not complete the course, and they took fewer terms to complete.

Key takeaways for Math:

- More than half of the first time new students took the Math placement test.
- First time students who place in below transfer level Math are more likely to place in Math 220/217/108.
- Those who placed into NCBS 401A and took MATH 235 as their first credit Math course are more likely to not complete (60%) than complete (40%) the course. Those who eventually completed a transfer level Math, took 1.5 years or more to complete.
- Those placed into MATH 235, MATH 220/217, MATH 220/217/108 or MATH 105, enrolled in the course in which they placed and are likely to successfully complete that course in their first attempt. The exception is MATH 108 where 44% complete the course.
- Students who successfully completed the course in which they placed, had a higher Math transfer level completion rate than those who did not complete the course, and they took fewer terms to complete, particularly those placed into higher levels (i.e. MATH 220/217/108 or MATH 105).
- Latino/a student comprise the majority of the first-time college students placed into below transfer level Math, but are underrepresented among those who complete transfer level Math (based on progress observed at MATH 220/217/108 and MATH 105 placements).

6) INTEGRATED PLAN ALIGNMENT: GOAL AND ACTIVITIES

Due to time constraints, the Integrated Plan goals and activities will be discussed at the following Student Success Collaborative meeting.