



**FOOTHILL
COLLEGE**

12345 El Monte Road
Los Altos Hills, CA 94022

foothill.edu

Integrated Plan 2017-19

Student Success Collaborative
Planning Meeting
July 27, 2017

Overview: E. Kuo
Equity & Professional Development
Data: L. Ly
Institutional Research & Planning

Foothill College, 12345 El Monte Road, Los Altos Hills, CA 94022 | foothill.edu



Welcome!

- Revisit current plans
- Review rationale and structure of Integrated Plan
- Recap Student Success Collaborative efforts



Meeting Goals

- Understand and discuss data related to existing plans and proposed plan
- Identify goals and activities for Integrated Plan



What's the ask?

- Alignment of and collaboration among existing plans
- Strategic planning model
- Data review
- One integrated plan for 2017-2019
- Due December 15, 2017



Which existing plans?

- Basic Skills Initiative (BSI)
- Student Equity (SE)
- Student Success and Support Program (3SP)
 - Credit
 - Noncredit
- Plans with similar goals



Student Success Collaborative Charge

The Student Success Collaborative (SSC) provides 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.

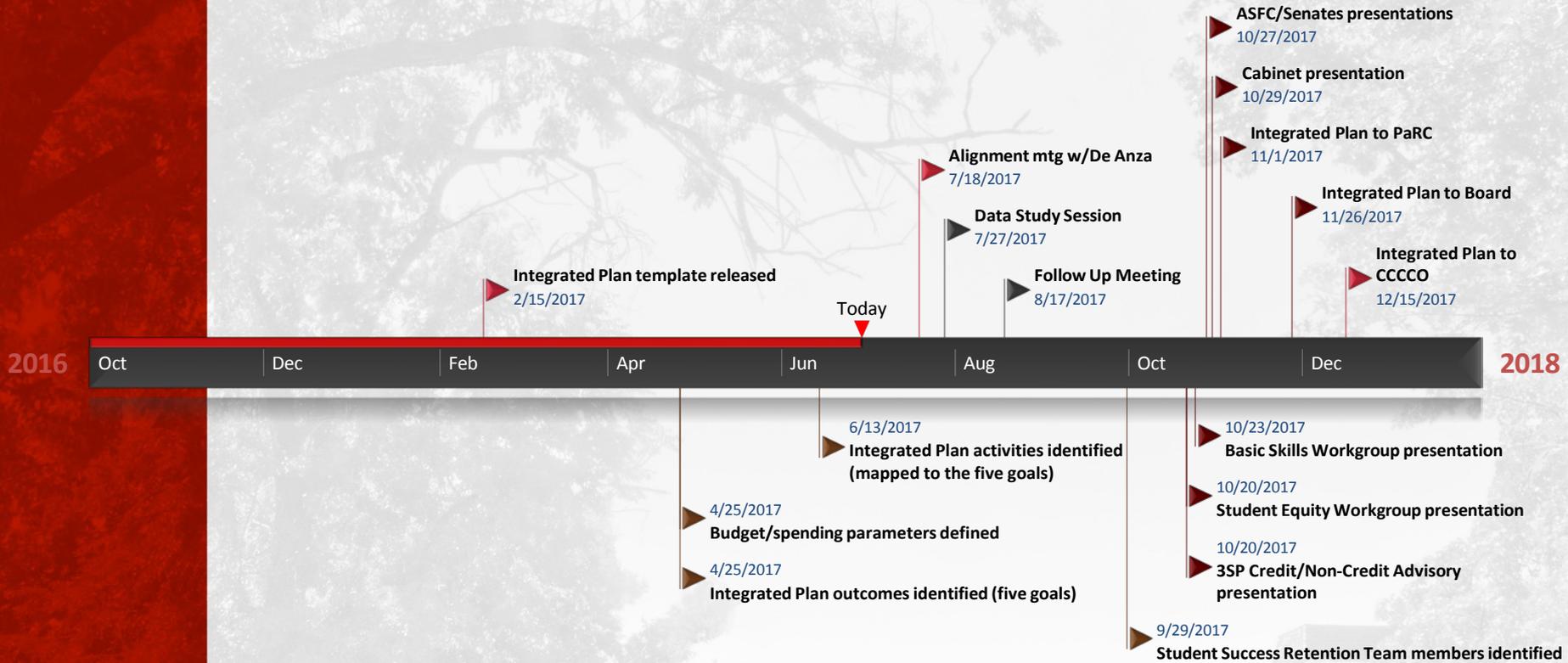
Charge revised and approved 11.2016



Student Success Collaborative

- Basic Skills Workgroup tri-chairs
- Student Equity Workgroup tri-chairs
- 3SP Advisory Council tri-chairs
- Instruction, Student Services, Equity Programs, Institutional Research

Basic Skills/Student Equity/SSSP Integrated Planning Timeline



Integrated Planning Tasks





**FOOTHILL
COLLEGE**

Review of 2015 Plans



Shared Goals

- Improve success outcomes among students with basic skills needs
- Provide services to at-risk students



How did we do (data review)?

- Review Student Equity Plan (SEP) indicators
 - Access
 - Course Completion
 - Basic Skills Sequence Completion (ENGL, MATH, ESL)
 - Degree/Certificate Completion
 - Transfer Completion
- Review 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



Student Equity Data Plan



SEP: Key Takeaways

- African American, Latino/a and low-income students exhibit disproportionate impact
- Math basic skills completion rate is the only category where the College completion rate decreased.



SEP: Access

	2014			2015		
	Santa Clara County	Foothill College	Percentage Point Gap	Santa Clara County	Foothill College	Percentage Point Gap
	Percent	Percent		Percent	Percent	
<u>Gender (age 18+)</u>						
Female	50%	46%	-4	50%	46%	-4
Male	50%	53%	3	50%	53%	3
Unknown	0%	1%	1	0%	1%	1
Total	100%	100%	-	100%	100%	-
<u>Ethnicity (total)</u>						
African American	2%	5%	3	2%	5%	2
Asian	33%	21%	-12	33%	26%	-7
Filipino	5%	5%	1	5%	5%	1
Latino/a	25%	25%	0	25%	27%	2
Native American	0%	1%	1	0%	1%	0
Pacific Islander	0%	1%	1	0%	1%	1
White	32%	34%	2	31%	32%	1
Decline to state	3%	9%	6	3%	3%	0
Total	100%	100%	-	100%	100%	-
<u>Special Student Groups (total)</u>						
Low income	12%	24%	12	12%	25%	14
DSPS	9%	2%	-7	10%	2%	-8
Foster youth	1%	0%	-1	1%	0%	-1
Veteran	4%	1%	-3	4%	1%	-3

Source: American Community Survey (ACS), Santa Clara County; FHDA IR&P ODS - all credit students

* Low income status reflects households with annual income of \$24,999 or less.

* ACS data on disability status reflects the civilian non-institutionalized age 18 and older population.

* ACS foster youth data reflects children currently under age 18 in households, whereas Foothill data includes students in foster care regardless if they have emancipated or aged out of the system.



SEP: Course Completion (overall)

	Fall 2015				Fall 2016				Completions Needed to Avoid Gap
	Course Enrollment	Course Completion	Completion Rate	Percentage Point Gap	Course Enrollment	Course Completion	Completion Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
Gender									
Female	16,878	13,164	78%	0	16,701	13,166	79%	0	
Male	17,919	13,966	78%	0	17,517	13,973	80%	0	
Unknown	326	250	77%	-1	322	272	84%	5	
Ethnicity									
African American	1,699	1,059	62%	-16	1,653	1,147	69%	-10	→ 165
Asian	7,689	6,271	82%	4	9,243	7,531	81%	2	
Filipino	1,955	1,506	77%	-1	1,994	1,581	79%	0	
Latino/a	8,607	6,206	72%	-6	9,052	6,718	74%	-5	→ 466
Native American	229	169	74%	-4	208	164	79%	-1	
Pacific Islander	345	228	66%	-12	467	319	68%	-11	→ 52
White	10,735	8,764	82%	4	10,268	8,526	83%	4	
Decline to State	3,864	3,177	82%	4	1,655	1,425	86%	7	
Special Student Groups									
Low income	8,603	6,040	70%	-8	8,775	6,329	72%	-7	→ 635
DSPS	915	733	80%	2	847	672	79%	0	
Foster Youth	140	93	66%	-12	157	94	60%	-19	→ 31
Veterans	436	303	69%	-8	440	297	68%	-12	→ 52
College Total	35,123	27,380	78%	-	34,540	27,411	79%	-	



SEP: Course Completion (F2F)

	Fall 2015				Fall 2016				Completions Needed to Avoid Gap
	Course Enrollment	Course Completion	Completion Rate	Percentage Point Gap	Course Enrollment	Course Completion	Completion Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
Face-to-Face									
Gender									
Female	11,064	8,942	81%	0	10,797	8,755	81%	0	
Male	13,349	10,679	80%	0	13,083	10,675	82%	0	
Unknown	212	177	83%	3	225	198	88%	7	
Ethnicity									
African American	907	646	71%	-9	952	720	76%	-6	→ 55
Asian	5,251	4,316	82%	2	6,199	5,079	82%	1	
Filipino	1,273	1,044	82%	2	1,323	1,078	81%	0	
Latino/a	6,296	4,709	75%	-6	6,711	5,132	76%	-5	→ 333
Native American	147	120	82%	1	130	115	88%	7	
Pacific Islander	247	171	69%	-11	331	235	71%	-10	→ 35
White	7,500	6,292	84%	3	7,233	6,213	86%	4	
Decline to State	3,004	2,500	83%	3	1,226	1,056	86%	5	
Special Student Groups									
Low income	5,294	3,866	73%	-7	5,617	4,196	75%	-7	→ 378
DSPS	823	665	81%	0	757	607	80%	-1	
Foster Youth	80	51	64%	-17	90	61	68%	-14	→ 12
Veterans	319	236	74%	-6	342	240	70%	-11	→ 38
College Total	24,625	19,798	80%	-	24,105	19,628	81%	-	



SEP: Course Completion (Online)

	Fall 2015				Fall 2016				Completions Needed to Avoid Gap
	Course Enrollment	Course Completion	Completion Rate	Percentage Point Gap	Course Enrollment	Course Completion	Completion Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
Online									
Gender									
Female	5,814	4,222	73%	0	5,904	4,411	75%	0	
Male	4,570	3,287	72%	0	4,434	3,298	74%	0	
Unknown	114	73	64%	-8	97	74	76%	2	
Ethnicity									
African American	792	413	52%	-20	701	427	61%	-14	→ 96
Asian	2,438	1,955	80%	8	3,044	2,452	81%	6	
Filipino	682	462	68%	-4	671	503	75%	0	
Latino/a	2,311	1,497	65%	-7	2,341	1,586	68%	-7	→ 160
Native American	82	49	60%	-12	78	49	63%	-12	→ 9
Pacific Islander	98	57	58%	-14	136	84	62%	-13	→ 17
White	3,235	2,472	76%	4	3,035	2,313	76%	2	
Decline to State	860	677	79%	6	429	369	86%	11	
Special Student Groups									
Low income	3,309	2,174	66%	-7	3,158	2,133	68%	-7	→ 222
DSPS	92	68	74%	2	90	65	72%	-2	
Foster Youth	60	42	70%	-2	67	33	49%	-25	→ 17
Veterans	117	67	57%	-15	98	57	58%	-16	→ 16
College Total	10,498	7,582	72%	-	10,435	7,783	75%	-	

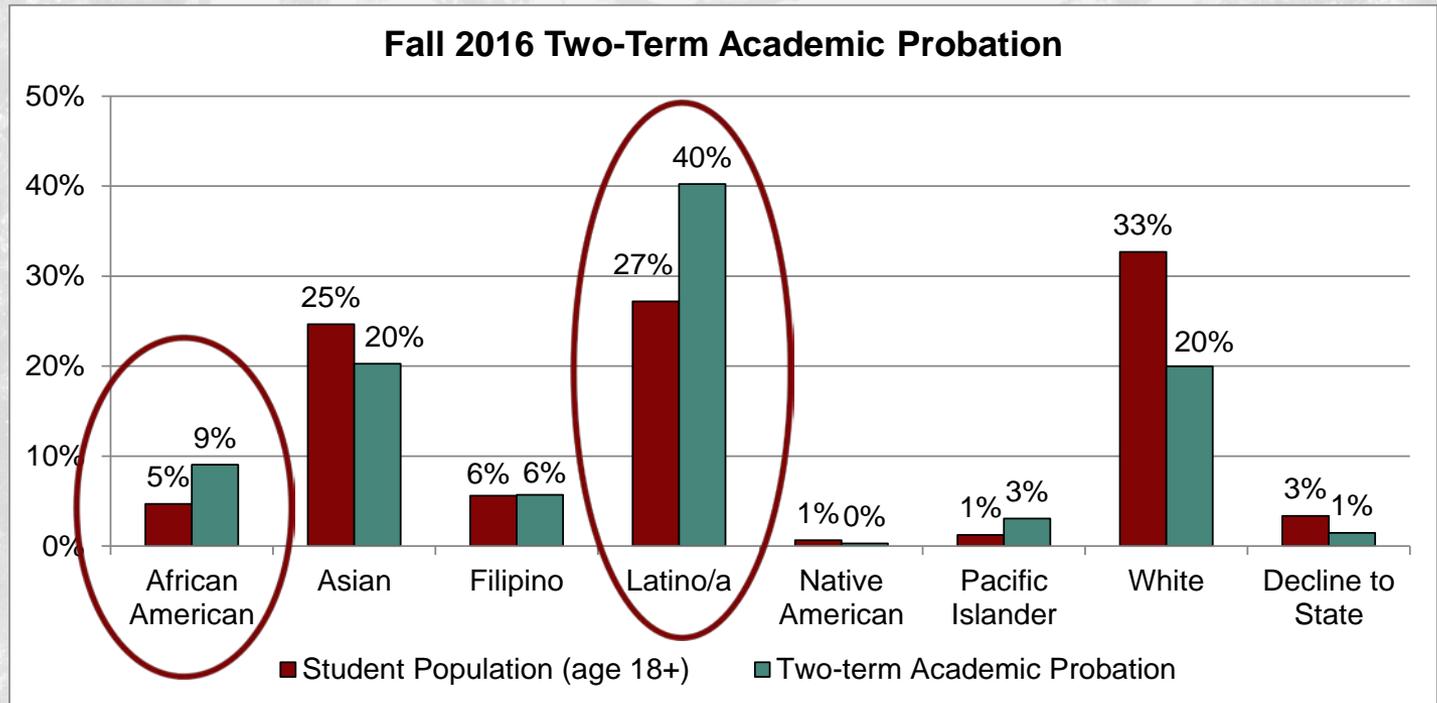


SEP: Academic Probation (2-term)

	Fall 2015				Fall 2016				Students Needed to Avoid Gap
	Foothill Student Population Age 18+	Two-Term Academic Probation	Academic Probation Rate	Percentage Point Gap	Foothill Student Population Age 18+	Two-Term Academic Probation	Academic Probation Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
<u>Gender</u>									
Female	7,164	455	6%	0	7,218	310	4%	0	
Male	8,179	556	7%	0	8,327	369	4%	0	
Unknown	158	5	3%	-3	156	7	4%	0	
<u>Ethnicity</u>									
African American	760	77	10%	4	733	62	8%	4	→ -30
Asian	3,133	145	5%	-2	3,870	139	4%	-1	
Filipino	835	56	7%	0	878	39	4%	0	
Latino/a	3,953	413	10%	4	4,269	276	6%	2	
Native American	104	7	7%	0	100	2	2%	-2	
Pacific Islander	148	31	21%	14	195	21	11%	6	→ -12
White	5,290	221	4%	-2	5,131	137	3%	-2	
Decline to State	1,278	66	5%	-1	525	10	2%	-2	
<u>Special Student Groups</u>									
Low income	3,867	360	9%	3	4,057	252	6%	2	
DSPS	335	30	9%	2	271	17	6%	2	
Foster Youth	58	5	9%	2	69	9	13%	9	→ -6
Veterans	158	22	14%	7	163	12	7%	3	→ -5
College Total	15,501	1,016	7%	-	15,701	686	4%	-	



SEP: Academic Probation (2-term)





SEP: Basic Skills Completion (ENGL)

	Cohort 2009-10 to 2014-15				Cohort 2010-11 to 2015-16				Students Needed to Avoid Gap
	Cohort	Completers	Completion Rate	Percentage Point Gap	Cohort	Completers	Completion Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
Gender									
Female	444	285	64%	8	410	252	61%	4	
Male	447	215	48%	-8	458	242	53%	-4	→ 19
Unknown	0	0	-	-	9	6	67%	10	
Ethnicity									
African American	70	29	41%	-15	83	34	41%	-16	→ 13
Asian	102	77	75%	19	92	69	75%	18	
Filipino	29	16	55%	-1	34	20	59%	2	
Latino/a	269	141	52%	-4	295	152	52%	-5	→ 16
Native American	8	4	50%	-6	1	1	100%	43	
Pacific Islander	28	9	32%	-24	35	10	29%	-28	→ 10
White	263	157	60%	4	266	175	66%	9	
Decline to State	122	67	55%	-1	71	39	55%	-2	
Special Student Groups									
Low income	377	198	53%	-4	424	231	54%	-3	→ 11
DSPS	109	67	61%	5	92	63	68%	11	
Foster Youth	7	3	43%	-13	9	9	100%	43	
Veterans	10	8	80%	24	15	12	80%	23	
College Total	891	500	56%	-	877	500	57%	-	

Source: 2017 Scorecard

*The percentage of credit students who attempted for the first time a course designated at 1 to 4 levels below transfer in English and successfully completed a college-level course in English within six years.



SEP: Basic Skills Completion (MATH)

	Cohort 2009-10 to 2014-15				Cohort 2010-11 to 2015-16				Students Needed to Avoid Gap
	Cohort	Completers	Completion Rate	Percentage Point Gap	Cohort	Completers	Completion Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
Gender									
Female	305	158	52%	2	227	120	53%	4	
Male	228	107	47%	-3	245	108	44%	-4	→ 11
Unknown	0	0	-	-	5	3	60%	-	
Ethnicity									
African American	43	17	40%	-10	39	12	31%	-18	→ 7
Asian	31	19	61%	12	37	24	65%	16	
Filipino	18	9	50%	0	18	7	39%	-10	→ 2
Latino/a	140	64	46%	-4	154	72	47%	-2	
Native American	9	6	67%	17	2	1	50%	2	
Pacific Islander	14	4	29%	-21	12	2	17%	-32	→ 4
White	193	102	53%	3	174	92	53%	4	
Decline to State	85	44	52%	2	41	21	51%	3	
Special Student Groups									
Low income	238	115	48%	-1	226	102	45%	-3	→ 7
DSPS	81	35	43%	-7	67	35	52%	4	
Foster Youth	3	2	67%	17	5	3	60%	12	
Veterans	5	2	40%	-10	14	9	64%	16	
College Total	533	265	50%	-	477	231	48%	-	

Source: 2017 Scorecard

The percentage of credit students who attempted for the first time a course designated at 2 to 4 levels below transfer in Math and successfully completed a college-level course in Math within six years.

SEP: Basic Skills Completion (ESL)

	Cohort 2009-10 to 2014-15				Cohort 2010-11 to 2015-16				Students Needed to Avoid Gap
	Cohort	Completers	Completion Rate	Percentage Point Gap	Cohort	Completers	Completion Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
Gender									
Female	110	71	65%	2	121	81	67%	1	
Male	44	26	59%	-4	73	48	66%	0	
Unknown	0	0	-	-	3	1	33%	-33	→ 1
Ethnicity									
African American	5	1	20%	-43	9	4	44%	-22	→ 2
Asian	47	36	77%	14	99	71	72%	6	
Filipino	1	0	0%	-63	1	1	100%	34	
Latino/a	36	15	42%	-21	32	16	50%	-16	→ 5
Native American	1	1	100%	37	0	0	-	-	
Pacific Islander	1	0	0%	-63	0	0	-	-	
White	30	14	47%	-16	56	39	70%	4	
Decline to State	40	33	83%	20	5	2	40%	-26	→ 1
Special Student Groups									
Low income	61	37	61%	-2	85	58	68%	2	
DSPS	8	6	75%	12	5	2	40%	-26	→ 1
Foster Youth	3	2	67%	4	6	5	83%	17	
Veterans	0	0	-	-	0	0	-	-	
College Total	154	97	63%	-	197	130	66%	-	

Source: 2017 Scorecard

The percentage of credit students who attempted any levels of ESL and successfully completed a college-level course in ESL/English within six years.



SEP: Degree Completion

	Cohort 2009-10 to 2014-15				Cohort 2010-11 to 2015-16				Students Needed to Avoid Gap
	Cohort	Completers	Completion Rate	Percentage Point Gap	Cohort	Completers	Completion Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
Gender									
Female	533	75	14%	1	554	100	18%	2	
Male	545	68	12%	-1	591	79	13%	-2	
Unknown	0	0	-	-	14	3	21%	6	
Ethnicity									
African American	42	6	14%	1	53	9	17%	1	
Asian	172	10	6%	-7	244	28	11%	-4	→ 10
Filipino	18	2	11%	-2	35	12	34%	19	
Latino/a	230	31	13%	0	281	49	17%	2	
Native American	16	3	19%	5	1	0	0%	-16	→ 0.2
Pacific Islander	16	3	19%	5	15	2	13%	-2	
White	377	55	15%	1	435	67	15%	0	
Decline to State	207	33	16%	3	95	15	16%	0	
Special Student Groups									
Low income	435	62	14%	1	576	104	18%	2	
DSPS	99	15	15%	2	79	12	15%	-1	
Foster Youth	6	0	0%	-13	14	4	29%	13	
Veterans	11	1	9%	-4	10	2	20%	4	
College Total	1,078	143	13%	-	1,159	182	16%	-	

Source: 2017 Scorecard

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned an AA/AS within six years.



SEP: Certificate Completion

	Cohort 2009-10 to 2014-15				Cohort 2010-11 to 2015-16				Students Needed to Avoid Gap
	Cohort	Completers	Completion Rate	Percentage Point Gap	Cohort	Completers	Completion Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
Gender									
Female	533	75	14%	2	554	103	19%	3	
Male	545	56	10%	-2	591	77	13%	-3	→ 15
Unknown	0	0	-	-	14	0	0%	-	
Ethnicity									
African American	42	1	2%	-10	53	3	6%	-10	→ 5
Asian	172	31	18%	6	244	74	30%	15	
Filipino	18	1	6%	-7	35	1	3%	-13	→ 4
Latino/a	230	14	6%	-6	281	26	9%	-6	→ 18
Native American	16	1	6%	-6	1	0	0%	-16	→ 0
Pacific Islander	16	0	0%	-12	15	0	0%	-16	→ 2
White	377	52	14%	2	435	61	14%	-2	
Decline to State	207	31	15%	3	95	15	16%	0	
Special Student Groups									
Low income	435	49	11%	-1	576	77	13%	-2	
DSPS	99	6	6%	-6	79	4	5%	-10	→ 8
Foster Youth	6	0	0%	-12	14	1	7%	-8	→ 1
Veterans	11	0	0%	-12	10	0	0%	-16	→ 2
College Total	1,078	131	12%	-	1,159	180	16%	-	

Source: 2017 Scorecard

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and a credit certificate within six years.



SEP: Transfer Completion

	Cohort 2009-10 to 2014-15				Cohort 2010-11 to 2015-16				Students Needed to Avoid Gap
	Cohort	Completers	Completion Rate	Percentage Point Gap	Cohort	Completers	Completion Rate	Percentage Point Gap	
	Count	Count	Subgroup		Count	Count	Subgroup		
Gender									
Female	533	267	50%	-1	554	295	53%	2	
Male	545	285	52%	1	591	295	50%	-1	
Unknown	0	0	-	-	14	5	36%	-16	→ 2
Ethnicity									
African American	42	16	38%	-13	53	22	42%	-10	→ 5
Asian	172	118	69%	17	244	175	72%	20	
Filipino	18	5	28%	-23	35	18	51%	0	
Latino/a	230	70	30%	-21	281	92	33%	-19	→ 52
Native American	16	10	63%	11	1	0	0%	-51	→ 1
Pacific Islander	16	4	25%	-26	15	4	27%	-25	→ 4
White	377	216	57%	6	435	236	54%	3	
Decline to State	207	113	55%	3	95	48	51%	-1	
Special Student Groups									
Low income	435	177	41%	-11	576	245	43%	-9	→ 51
DSPS	99	35	35%	-16	79	37	47%	-5	→ 4
Foster Youth	6	3	50%	-1	14	9	64%	13	
Veterans	11	2	18%	-33	10	4	40%	-11	→ 1
College Total	1,078	552	51%	-	1,159	595	51%	-	

Source: 2017 Scorecard

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved "Transfer Prepared" (completed 60 UC/CSU transferable units with a GPA >= 2.0).



Student Success & Support Program Data Points



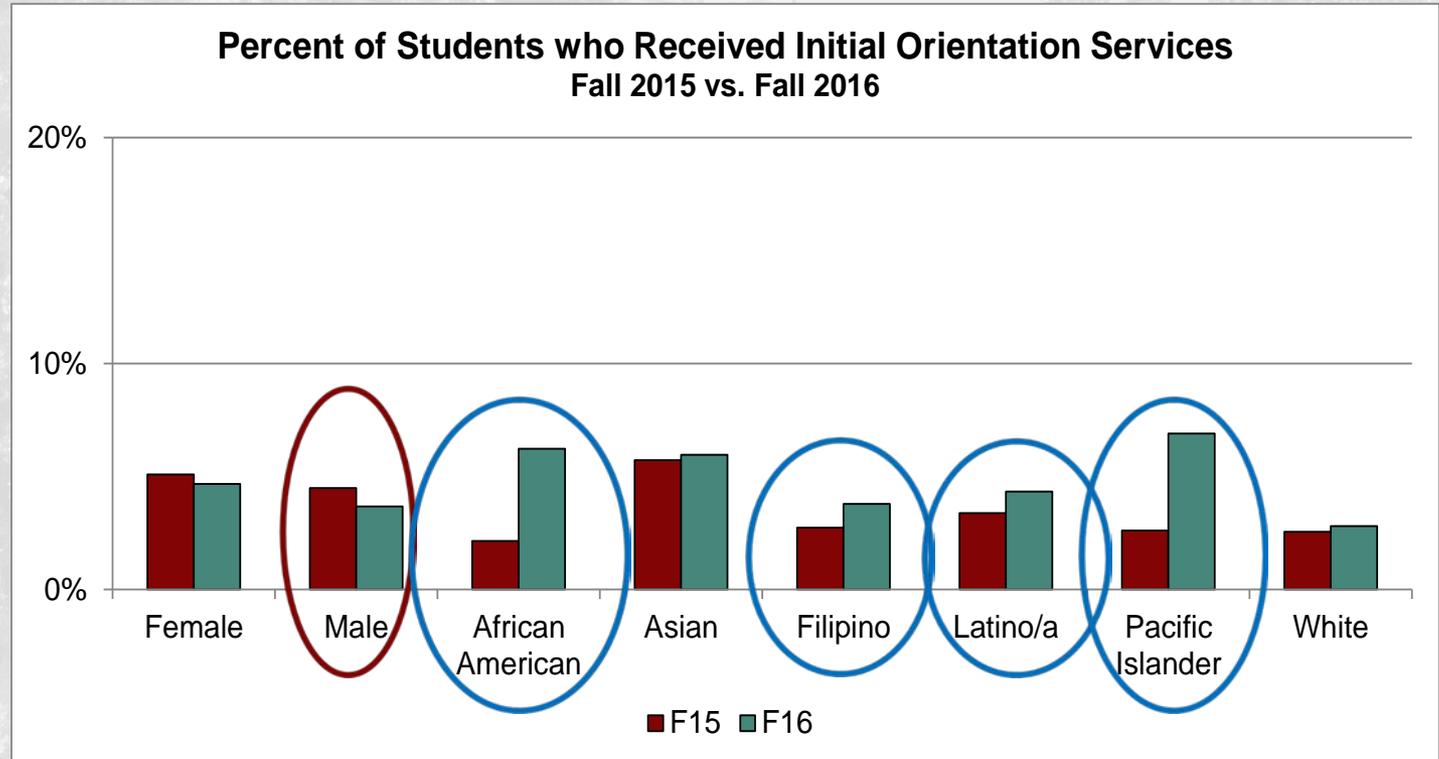
3SP: Key Takeaways

- Percent of students receiving core services dropped 1-2 percentage points F15 to F16
 - Orientation: 5% to 4%
 - Assessment/Placement: 10% to 8%
 - Ed Plan Services: 20% to 19%
 - Counseling Services: 23% to 22%
- Some increases observed among select student groups and varies by service
- Female and Asian students are more likely to utilize 3SP services than male, African American, Latino/a or White students

Source: Data Mart – credit and noncredit

Exemptions are granted for students that have already completed degrees, have previously completed SSSP services, or are enrolled in courses required for continued employment, e.g., to maintain a professional license.

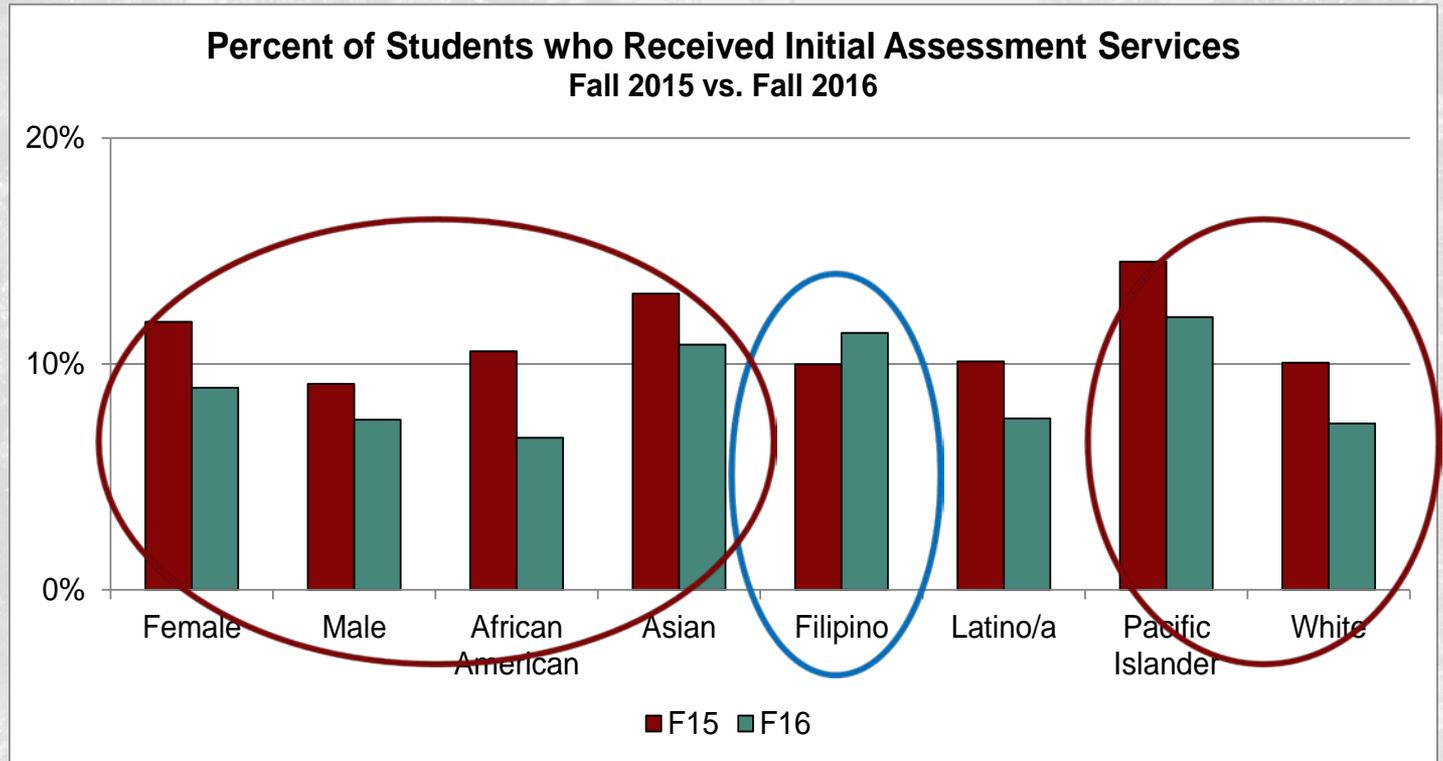
3SP: Orientation



Source: Data Mart – credit and noncredit

Exemptions are granted for students that have already completed degrees, have previously completed SSSP services, or are enrolled in courses required for continued employment, e.g., to maintain a professional license.

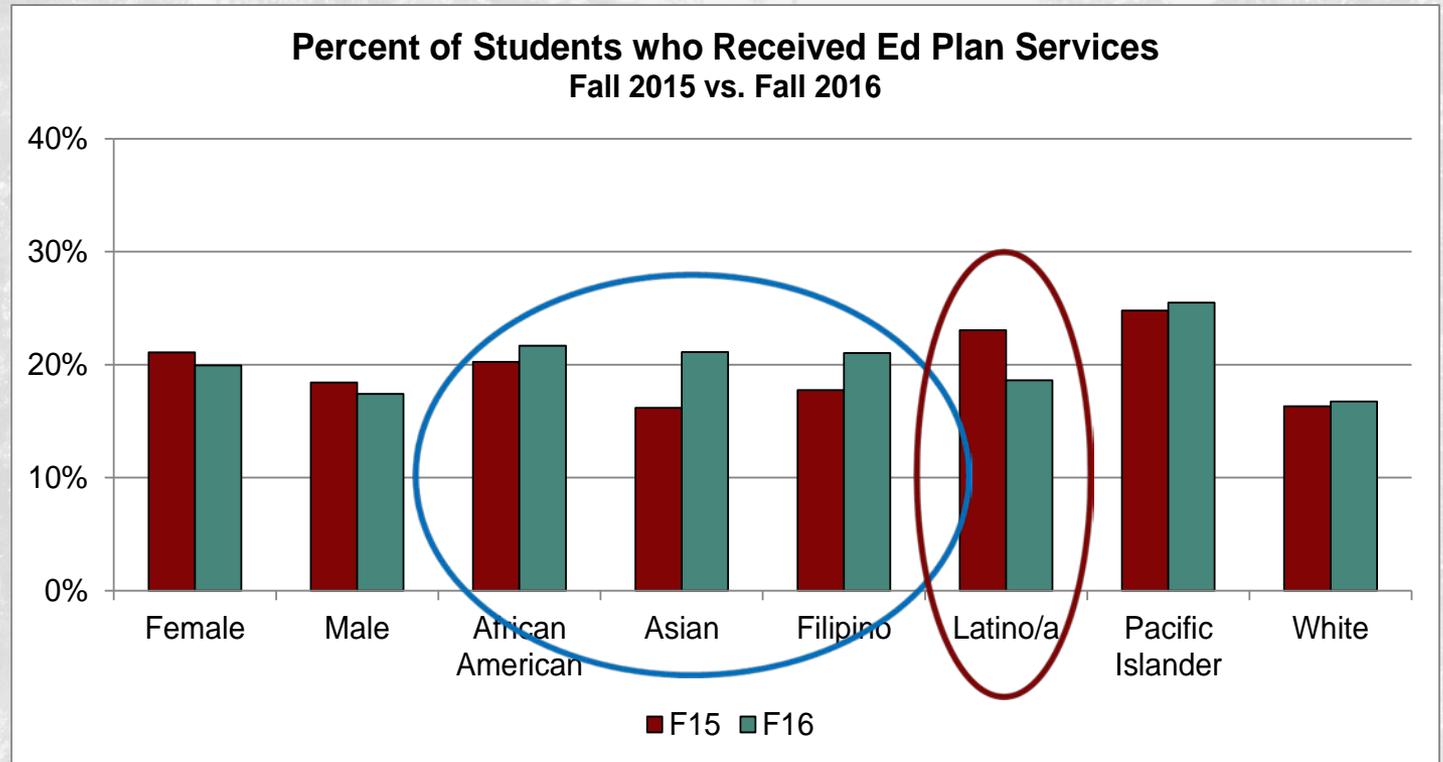
3SP: Assessment/Placement



Source: Data Mart – credit and noncredit

Exemptions are granted for students that have already completed degrees, have previously completed SSSP services, or are enrolled in courses required for continued employment, e.g., to maintain a professional license.

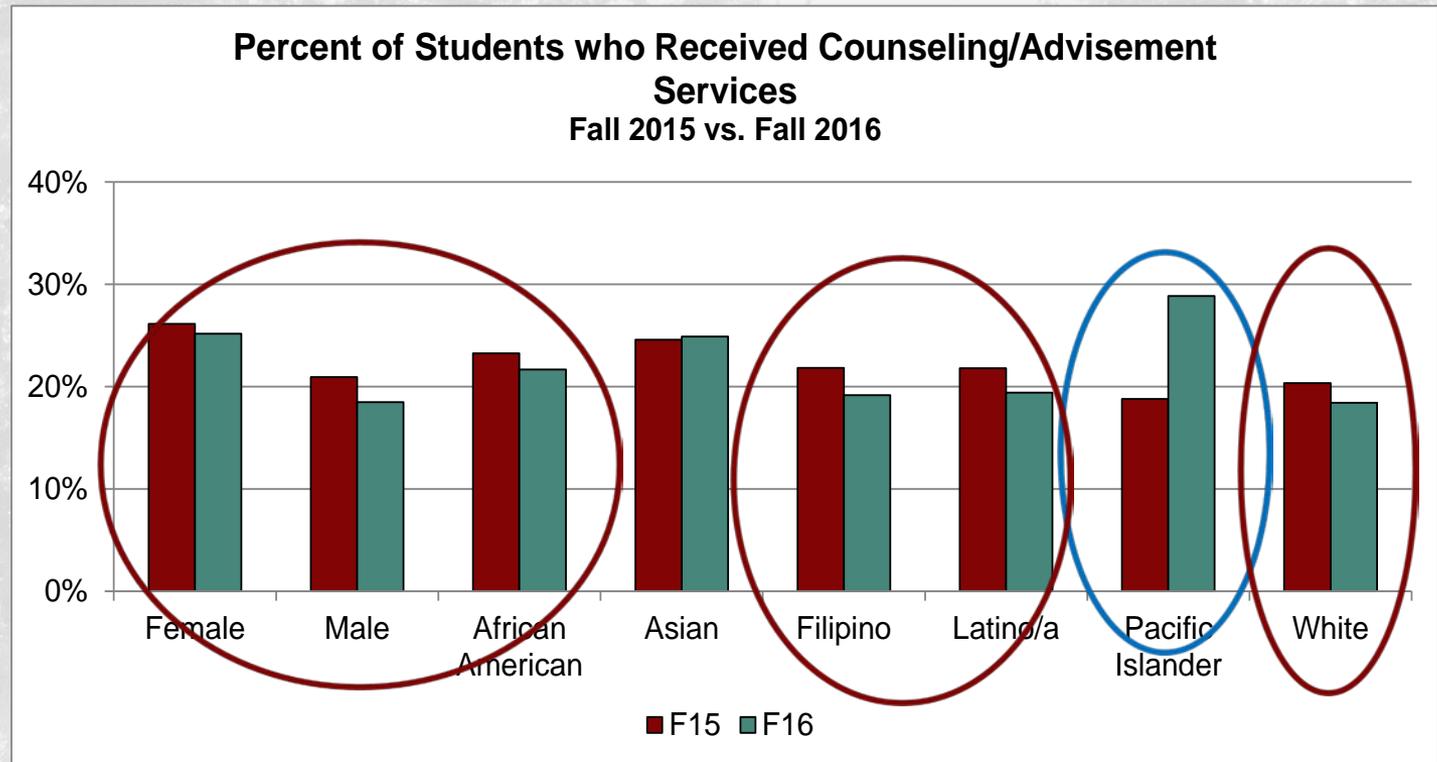
3SP: Ed Plan Services



Source: Data Mart – credit and noncredit

Exemptions are granted for students that have already completed degrees, have previously completed SSSP services, or are enrolled in courses required for continued employment, e.g., to maintain a professional license.

3SP: Counseling Services



Source: Data Mart – credit and noncredit

Exemptions are granted for students that have already completed degrees, have previously completed SSSP services, or are enrolled in courses required for continued employment, e.g., to maintain a professional license.



3SP: Academic/Progress Probation

	F15		F16		Change	
	Students	Percent	Students	Percent	Students	Percent
Gender						
Female	136	48%	256	48%	120	88%
Male	143	51%	278	52%	135	94%
Ethnicity						
African American	13	5%	35	7%	22	169%
Asian	54	19%	107	20%	53	98%
Filipino	22	8%	18	3%	-4	-18%
Latino/a	108	38%	231	43%	123	114%
Pacific Islander	1	0%	11	2%	10	1000%
White	57	20%	100	19%	43	75%
Decline to state	26	9%	34	6%	8	31%
College Total	281	-	536	-	255	91%

Source: Data Mart – credit and noncredit

Exemptions are granted for students that have already completed degrees, have previously completed SSSP services, or are enrolled in courses required for continued employment, e.g., to maintain a professional license.

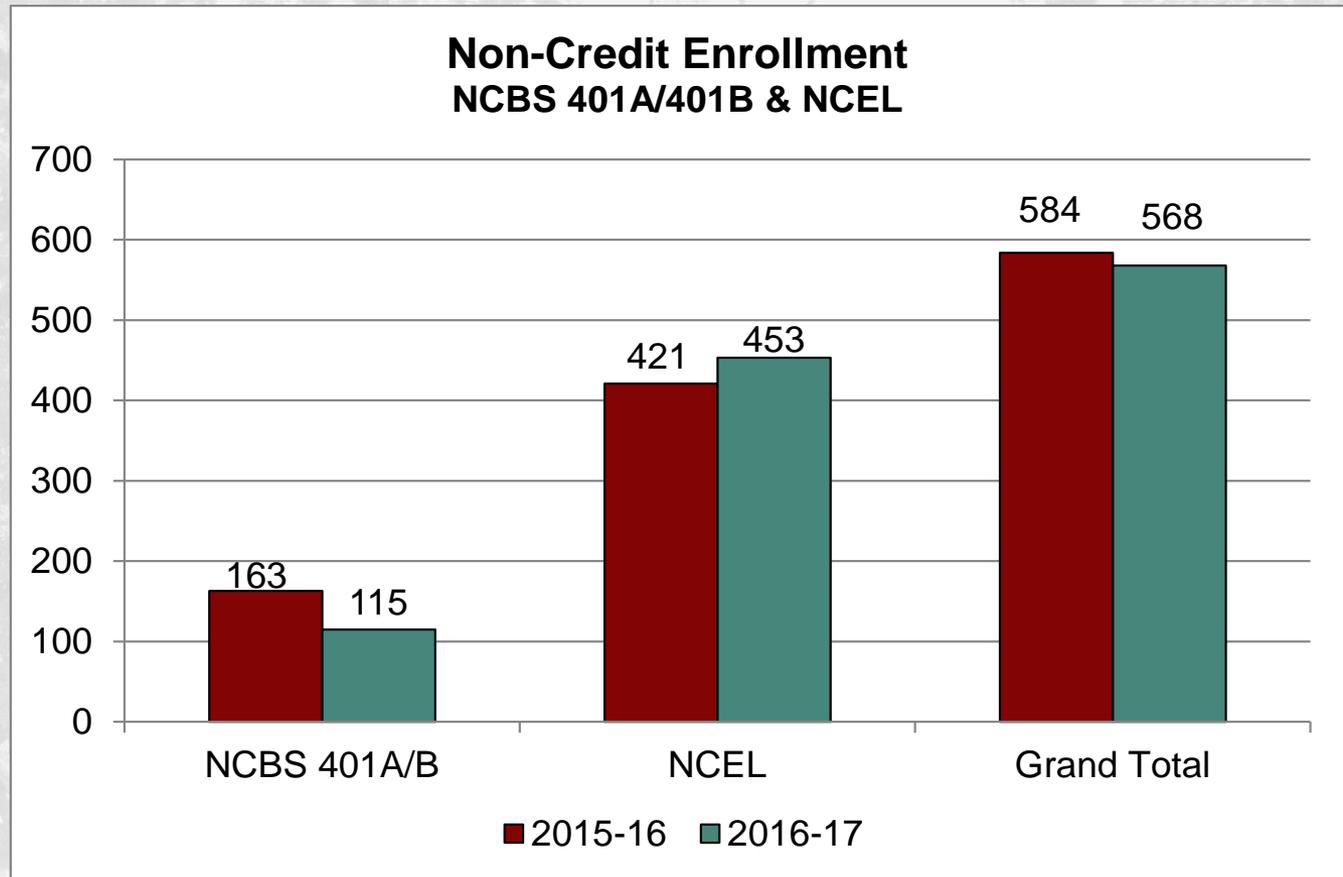


Non-Credit

NCBS 401A/401B & NCEL

Enrollment

Non-Credit



Source: FHDA IR&P



Summer Bridge Math Program

- Over past four summers, roughly 66% of students increased at least one level in Math placement



Owl Scholars 2016-17

- Emphasis on students:
 - Enrolled in basic skills courses
 - Referred by instructor
- 430 students referred



Learning Communities 2016-17

- First-Year Experience: 71→58→30
- Puente: 28→22→22 students
- Umoja: 57→45→45→31 students
- Fall course success rates comparable to non-learning community students
 - Exception: hybrid course



Integrated Plan: Proposed Target Population and Outcomes



Students with Basic Skills Needs

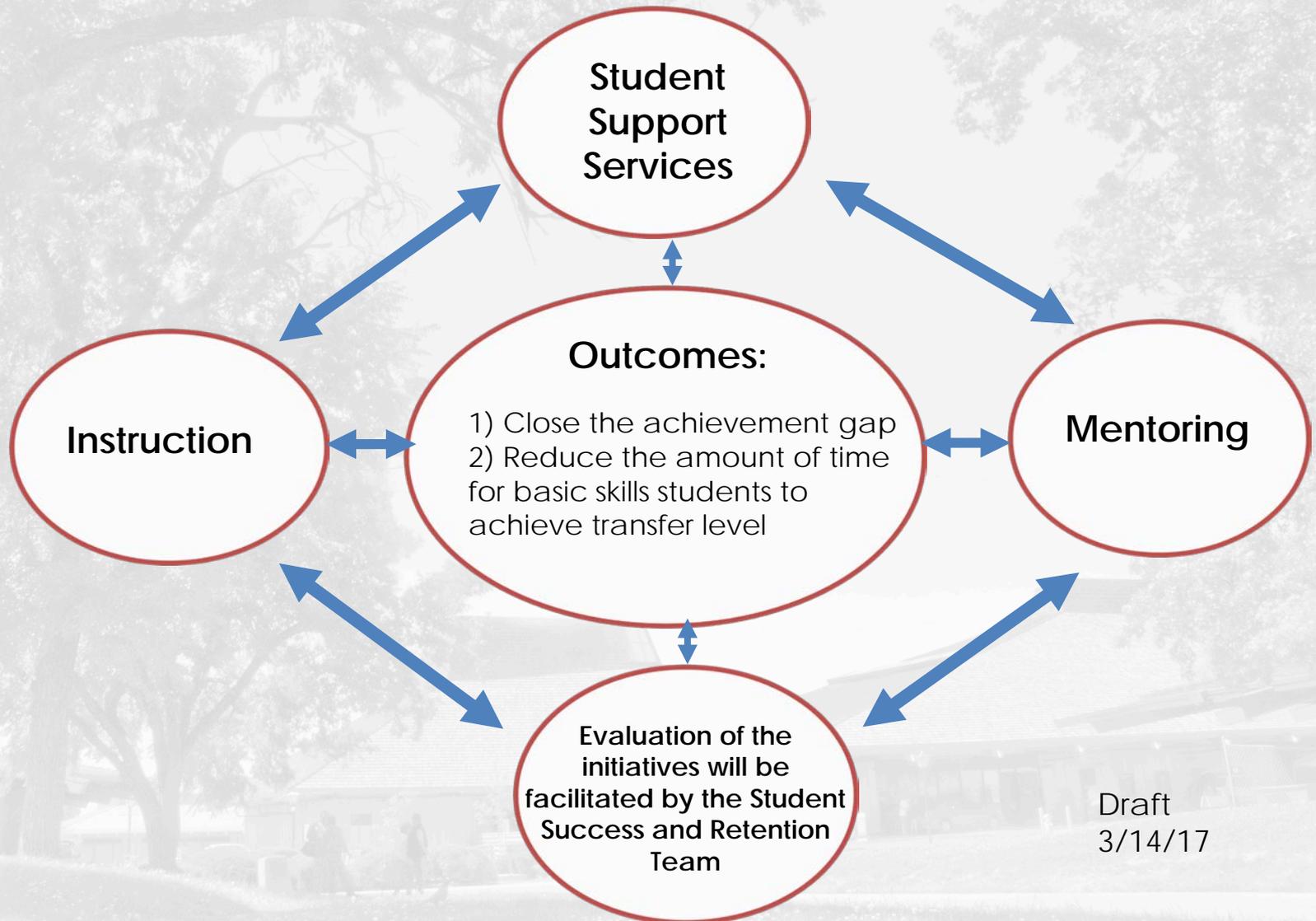
- First time new students
- Place in below transferable-level English and degree-applicable Math course
 - Below ENGL 1A
 - Below MATH 105



Target Population Rationale

- Identified as population in current plans
- Student entry point
- Emphasis on success and retention → to move the needle

Areas of Integration



Draft
3/14/17

Areas of Implementation

Instruction

- Professional Development
 - Faculty Teaching & Learning Academy (FTLA)
 - Team Teaching
 - Learning Communities (FYE, Umoja, Puente, & Stem Core)

Mentoring

- Faculty-to-Faculty
- Student-to-Student
 - Current External: Puente, DRC
 - Current Internal: CAP

Student Support Services

- Early Interventions
 - Early Alert/Owl Scholars
 - Summer Bridge Programs
 - General Counseling
 - General Programming (Study Sessions, Workshops, etc.)
 - Tutoring (Pass the Torch, TLC, STEM Center, EOPS)
 - Supplemental Instruction (Embedded Student and Non-Credit Faculty Tutors)

Evaluation of these initiatives would be overseen by the Student Success and Retention Team, which will be facilitated by the Dean of Equity & Inclusion.



Integrated Plan: Goals and Activities

Understanding Student Life Cycle

Focus on specific milestones

Assessment

Placement test taken?
Where placed?

Enrollment

Register for course?

Sequence

Completion

Successful completion of degree/transfer-level course?

Course Success

Earned passing grade?

Consideration of student services support experiences in the student life cycle (possible comparison group?)



Basic Skills Sequences

- English pathways
- Math pathways



English Placement

Average Fall Terms 14-16



Research Questions

- What percent of first-time college students take a placement test?
- Do most first-time college students place into below transfer or at transfer level?
- Those placed into below transfer level...
 - do they enroll in the course in which they placed? What is their success rate in that course?
- What is the transfer-level completion rate of those enrolled in below transfer level? How long does it take students to complete?



Methodology

- Examined first-time college students during fall terms 2014, 2015 and 2016. Results are average of 3 fall terms.
- Obtained highest English/Math placement.
- Tracked students to their first English/Math course, and examined if they enrolled in the course in which they placed and how long it took to enroll.
- Assess course outcomes, and assigned students to two tracks: success vs. non-success/withdrew
- Tracked students to their first successful transfer level English/Math course completion and how long it took to complete.

*First-time college credit student.

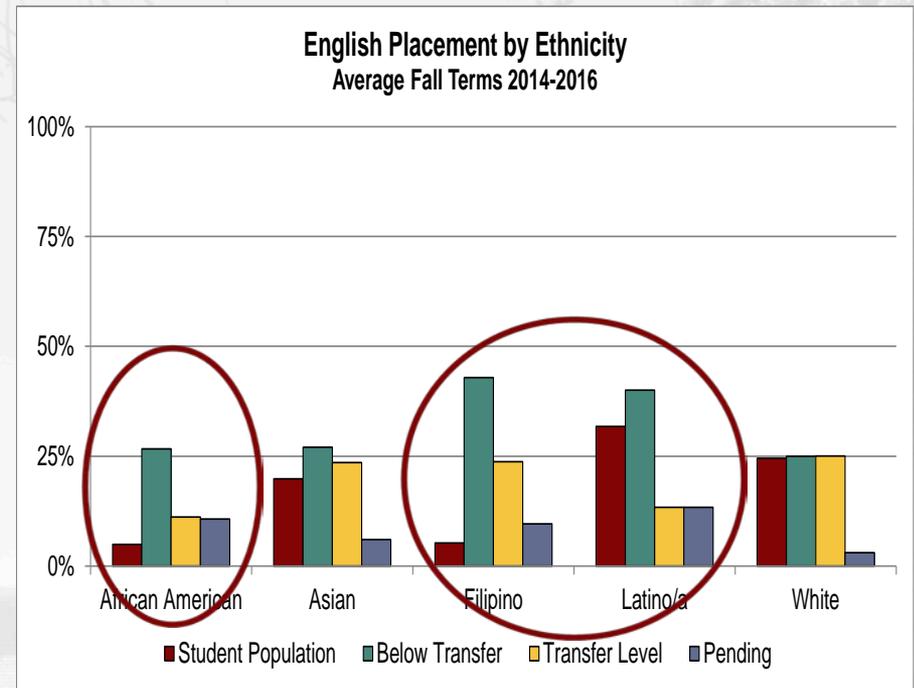
Successful course completion reflect grades of A, B, C or P. Non-success/Withdrew includes grades of D, F, I, NP or W.

When tracking students to their first English/Math course enrollment as well as first transfer level English/Math course completion, summer terms were included.

English Placement F14-F16

- First-time college students = 1,386
 - 32% Latino/a
 - 25% White
 - 20% Asian

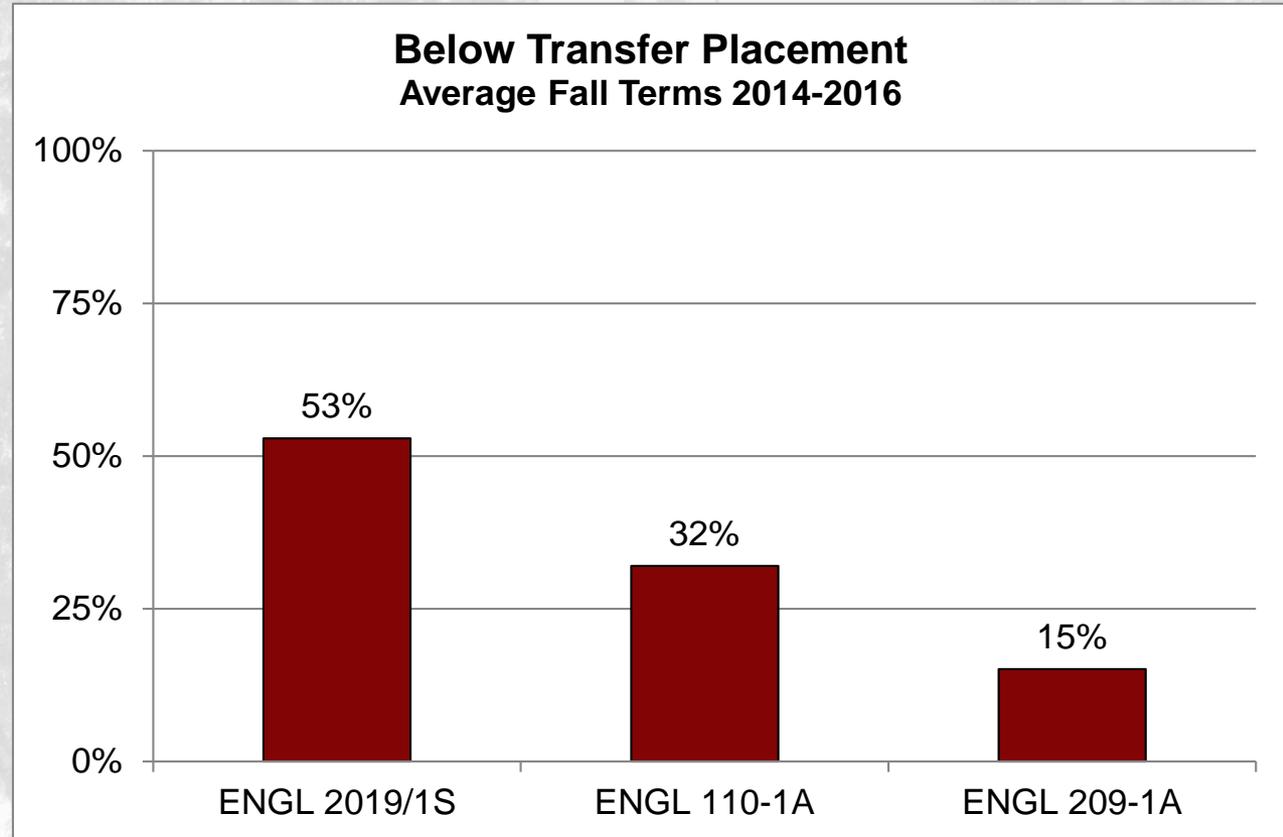
- 57% (784) took ENGL placement test
 - 53% placed below transfer
 - 33% at transfer level
 - 14% pending (see counselor)



Source: FHDA IR&P



English: Below Transfer Placement



Source: FHDA IR&P



English Placement: Key Takeaways

- 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.
- English transfer level completion rate:
 - Placed into ENGL 209/1S (enroll 209) = 40%
 - Placed into ENGL 209/1S (enroll 1S) = 68%
 - Placed into ENGL 110-1A (enroll 110) = 67%
 - Placed into ENGL 209-1A (enroll 209) = 68%

Placement ENGL 209/1S (Enroll 209)

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion
209/1S N= 222	ENGL 209 N= 123 55%	Success N= 81 66%	N= 45 56% African American 69% Asian 69% Filipino 74% Latino/a 51% White 48%	65% took 3 terms
	African American 6% Asian 13% Filipino 8% Latino/a 51% White 16%	Non-Success N= 40 33%	N= 4 10% African American 14% Asian 17% Filipino 40% Latino/a 9% White 0%	100% took 5+ terms
				Overall Completion Rate 40%

Completion of transfer level includes ENGL 1A/1AH or 1T-242B.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.

Placement ENGL 209/1S (Enroll 1S-242A)

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion																		
<table border="1"> <tr><td>209/1S</td></tr> <tr><td>N= 222</td></tr> </table>	209/1S	N= 222	<table border="1"> <tr><td>ENGL 1S-242A</td></tr> <tr><td>N= 46 21%</td></tr> <tr><td>African American 4%</td></tr> <tr><td>Asian 12%</td></tr> <tr><td>Filipino 6%</td></tr> <tr><td>Latino/a 63%</td></tr> <tr><td>White 11%</td></tr> </table>	ENGL 1S-242A	N= 46 21%	African American 4%	Asian 12%	Filipino 6%	Latino/a 63%	White 11%	<table border="1"> <tr><td>Success</td></tr> <tr><td>N= 38 83%</td></tr> </table>	Success	N= 38 83%	<table border="1"> <tr><td>N= 31 82%</td></tr> <tr><td>African American 60%</td></tr> <tr><td>Asian 93%</td></tr> <tr><td>Filipino 100%</td></tr> <tr><td>Latino/a 79%</td></tr> <tr><td>White 85%</td></tr> </table>	N= 31 82%	African American 60%	Asian 93%	Filipino 100%	Latino/a 79%	White 85%	<table border="1"> <tr><td>86% took 2 terms</td></tr> </table>	86% took 2 terms
209/1S																						
N= 222																						
ENGL 1S-242A																						
N= 46 21%																						
African American 4%																						
Asian 12%																						
Filipino 6%																						
Latino/a 63%																						
White 11%																						
Success																						
N= 38 83%																						
N= 31 82%																						
African American 60%																						
Asian 93%																						
Filipino 100%																						
Latino/a 79%																						
White 85%																						
86% took 2 terms																						
		<table border="1"> <tr><td>Non-Success</td></tr> <tr><td>N= 8 17%</td></tr> </table>	Non-Success	N= 8 17%	<table border="1"> <tr><td>N= 0.3 4%</td></tr> <tr><td>African American 0%</td></tr> <tr><td>Asian 0%</td></tr> <tr><td>Filipino 0%</td></tr> <tr><td>Latino/a 6%</td></tr> <tr><td>White 0%</td></tr> </table>	N= 0.3 4%	African American 0%	Asian 0%	Filipino 0%	Latino/a 6%	White 0%	<table border="1"> <tr><td>100% took 5 terms</td></tr> </table>	100% took 5 terms									
Non-Success																						
N= 8 17%																						
N= 0.3 4%																						
African American 0%																						
Asian 0%																						
Filipino 0%																						
Latino/a 6%																						
White 0%																						
100% took 5 terms																						
				<table border="1"> <tr><td>Overall Completion Rate</td></tr> <tr><td>68%</td></tr> </table>	Overall Completion Rate	68%																
Overall Completion Rate																						
68%																						

Completion of transfer level includes ENGL 1A/1AH or 1T-242B.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.

Placement ENGL 110-1A

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion
110-1A N= 134	ENGL 110 N= 103 77%	Success N= 80 78%	N= 66 83% African American 90% Asian 96% Filipino 83% Latino/a 79% White 74%	79% took 2 terms
	African American 5% Asian 20% Filipino 8% Latino/a 32% White 29%	Non-Success N= 22 21%	N= 3 14% African American 0% Asian 25% Filipino 0% Latino/a 17% White 14%	70% took 6+ terms
				Overall Completion Rate 67%

Completion of transfer level includes ENGL 1A/1AH or 1T-242B.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.

Placement ENGL 209-1A

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion																		
<table border="1"> <tr><td>209-1A</td></tr> <tr><td>N= 63</td></tr> </table>	209-1A	N= 63	<table border="1"> <tr><td>ENGL 209</td></tr> <tr><td>N= 42 67%</td></tr> <tr><td>African American 1%</td></tr> <tr><td>Asian 26%</td></tr> <tr><td>Filipino 13%</td></tr> <tr><td>Latino/a 45%</td></tr> <tr><td>White 12%</td></tr> </table>	ENGL 209	N= 42 67%	African American 1%	Asian 26%	Filipino 13%	Latino/a 45%	White 12%	<table border="1"> <tr><td>Success</td></tr> <tr><td>N= 35 83%</td></tr> </table>	Success	N= 35 83%	<table border="1"> <tr><td>N= 27 77%</td></tr> <tr><td>African American 100%</td></tr> <tr><td>Asian 83%</td></tr> <tr><td>Filipino 93%</td></tr> <tr><td>Latino/a 68%</td></tr> <tr><td>White 83%</td></tr> </table>	N= 27 77%	African American 100%	Asian 83%	Filipino 93%	Latino/a 68%	White 83%	<table border="1"> <tr><td>55% took 2 terms</td></tr> </table>	55% took 2 terms
209-1A																						
N= 63																						
ENGL 209																						
N= 42 67%																						
African American 1%																						
Asian 26%																						
Filipino 13%																						
Latino/a 45%																						
White 12%																						
Success																						
N= 35 83%																						
N= 27 77%																						
African American 100%																						
Asian 83%																						
Filipino 93%																						
Latino/a 68%																						
White 83%																						
55% took 2 terms																						
		<table border="1"> <tr><td>Non-Success</td></tr> <tr><td>N= 7 17%</td></tr> </table>	Non-Success	N= 7 17%	<table border="1"> <tr><td>N= 2 29%</td></tr> <tr><td>African American 0%</td></tr> <tr><td>Asian 33%</td></tr> <tr><td>Filipino 0%</td></tr> <tr><td>Latino/a 23%</td></tr> <tr><td>White 33%</td></tr> </table>	N= 2 29%	African American 0%	Asian 33%	Filipino 0%	Latino/a 23%	White 33%	<table border="1"> <tr><td>40% took 4 terms & 40% took 6+ terms</td></tr> </table>	40% took 4 terms & 40% took 6+ terms									
Non-Success																						
N= 7 17%																						
N= 2 29%																						
African American 0%																						
Asian 33%																						
Filipino 0%																						
Latino/a 23%																						
White 33%																						
40% took 4 terms & 40% took 6+ terms																						
				<table border="1"> <tr><td>Overall Completion Rate 69%</td></tr> </table>	Overall Completion Rate 69%																	
Overall Completion Rate 69%																						

Completion of transfer level includes ENGL 1A/1AH or 1T-242B.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.



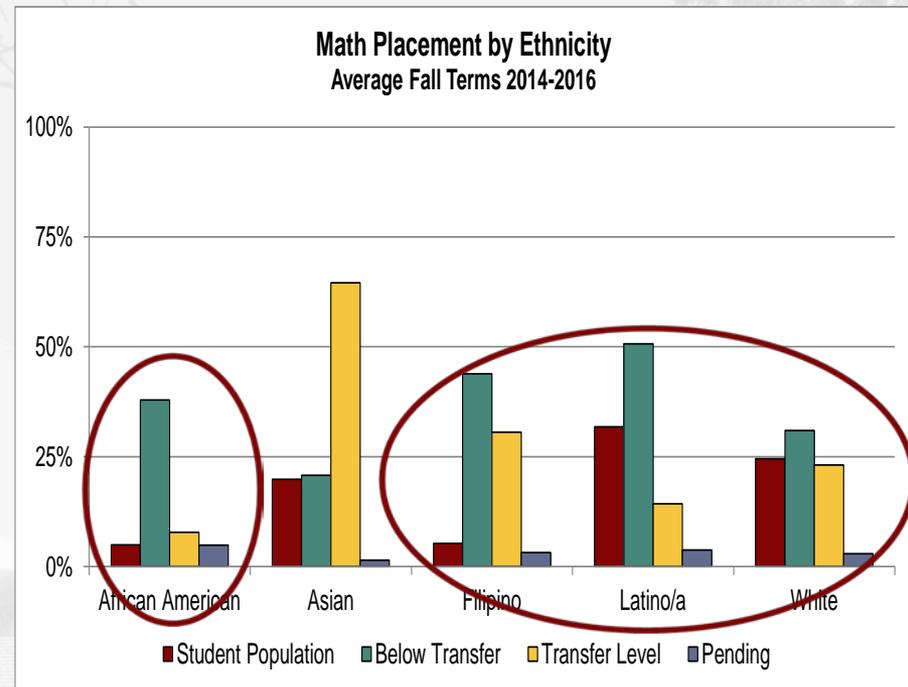
Math Placement

Average Fall Terms 14-16

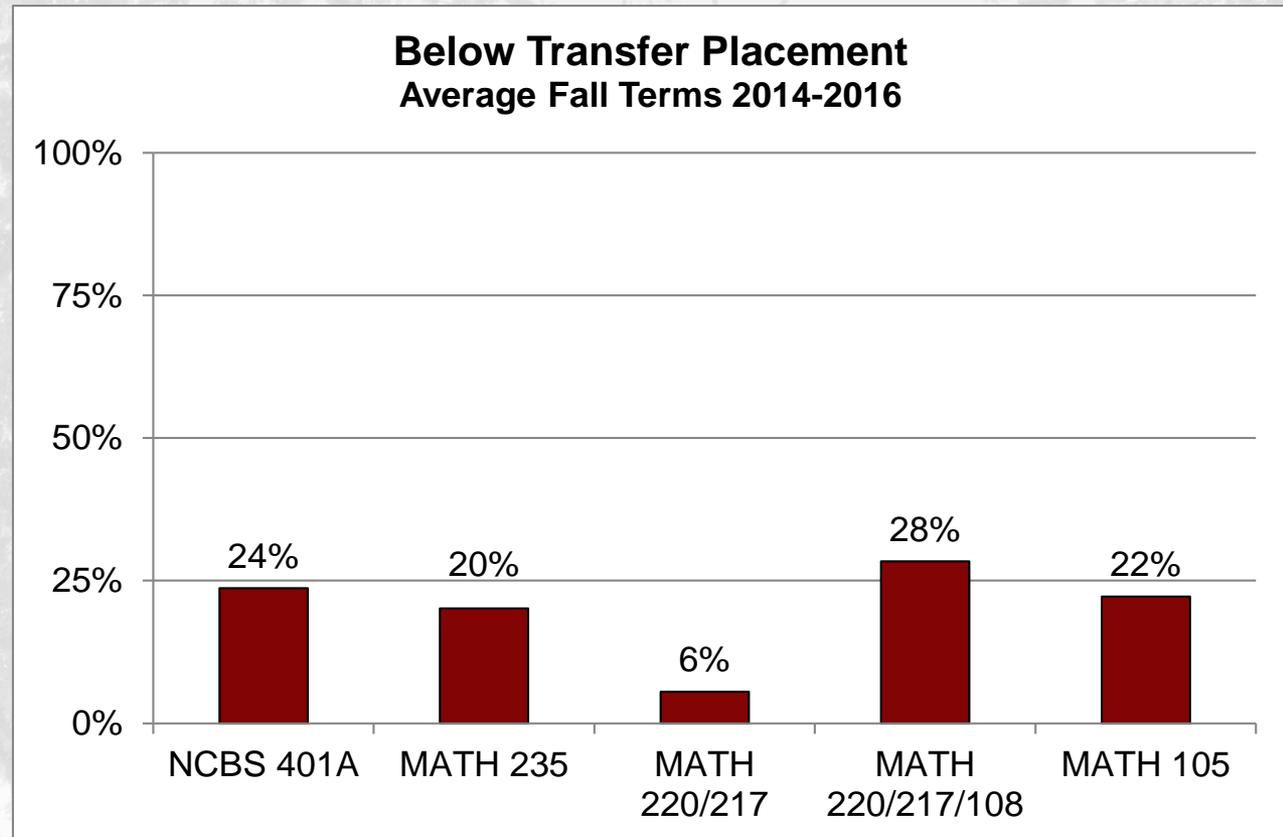
Math Placement F14-F16

- First-time college students = 1,386
 - 32% Latino/a
 - 25% White
 - 20% Asian

- 71% (982) took MATH placement test
 - 49% placed below transfer
 - 44% at transfer level
 - 4% pending (took wrong test)



Math: Below Transfer Placement



Source: FHDA IR&P

Math Placement: Key Takeaways

- 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—progress observed at MATH 220/217/108 and MATH 105 placements.
- Math transfer level completion rate:
 - Placed into NCBS 401A (enroll MATH 235) = 3%
 - Placed into MATH 235 (enroll 235) = 12%
 - Placed into MATH 220/217 (enroll 220) = 23%
 - Placed into MATH 220/217 (enroll 217) = 50%
 - Placed into MATH 220/217/108 (enroll 220) = 27%
 - Placed into MATH 220/217/108 (enroll 217) = 20%
 - Placed into MATH 220/217/108 (enroll 108) = 38%
 - Placed into MATH 105 (enroll 105) = 46%

Placement MATH NCBS 401A

Placement	Enrolled in Course	Course Outcome	Completed Transfer Level	Terms to Transfer Completion																																									
<table border="1"> <tr> <td>NCBS 401A</td> </tr> <tr> <td>N= 115</td> </tr> </table>	NCBS 401A	N= 115	<table border="1"> <tr> <td>MATH 235</td> </tr> <tr> <td>N= 53 46%</td> </tr> <tr> <td>African American 4%</td> </tr> <tr> <td>Asian 4%</td> </tr> <tr> <td>Filipino 6%</td> </tr> <tr> <td>Latino/a 65%</td> </tr> <tr> <td>White 14%</td> </tr> </table>	MATH 235	N= 53 46%	African American 4%	Asian 4%	Filipino 6%	Latino/a 65%	White 14%	<table border="1"> <tr> <td>Success</td> </tr> <tr> <td>N= 21 40%</td> </tr> <tr> <td>Non-Success</td> </tr> <tr> <td>N= 32 60%</td> </tr> </table>	Success	N= 21 40%	Non-Success	N= 32 60%	<table border="1"> <tr> <td>N= 1</td> <td>5%</td> </tr> <tr> <td>African American</td> <td>0%</td> </tr> <tr> <td>Asian</td> <td>0%</td> </tr> <tr> <td>Filipino</td> <td>0%</td> </tr> <tr> <td>Latino/a</td> <td>5%</td> </tr> <tr> <td>White</td> <td>9%</td> </tr> <tr> <td>N= 0.7</td> <td>2%</td> </tr> <tr> <td>African American</td> <td>0%</td> </tr> <tr> <td>Asian</td> <td>0%</td> </tr> <tr> <td>Filipino</td> <td>0%</td> </tr> <tr> <td>Latino/a</td> <td>0%</td> </tr> <tr> <td>White</td> <td>8%</td> </tr> </table>	N= 1	5%	African American	0%	Asian	0%	Filipino	0%	Latino/a	5%	White	9%	N= 0.7	2%	African American	0%	Asian	0%	Filipino	0%	Latino/a	0%	White	8%	<table border="1"> <tr> <td>100% took 6+ terms</td> </tr> <tr> <td>100% took 6+ terms</td> </tr> <tr> <td>Overall Completion Rate</td> </tr> <tr> <td>3%</td> </tr> </table>	100% took 6+ terms	100% took 6+ terms	Overall Completion Rate	3%
NCBS 401A																																													
N= 115																																													
MATH 235																																													
N= 53 46%																																													
African American 4%																																													
Asian 4%																																													
Filipino 6%																																													
Latino/a 65%																																													
White 14%																																													
Success																																													
N= 21 40%																																													
Non-Success																																													
N= 32 60%																																													
N= 1	5%																																												
African American	0%																																												
Asian	0%																																												
Filipino	0%																																												
Latino/a	5%																																												
White	9%																																												
N= 0.7	2%																																												
African American	0%																																												
Asian	0%																																												
Filipino	0%																																												
Latino/a	0%																																												
White	8%																																												
100% took 6+ terms																																													
100% took 6+ terms																																													
Overall Completion Rate																																													
3%																																													

Placement MATH 235

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion																										
<table border="1"> <tr><td>MATH 235</td></tr> <tr><td>N= 98</td></tr> </table>	MATH 235	N= 98	<table border="1"> <tr><td>MATH 235</td></tr> <tr><td>N= 58</td></tr> <tr><td>59%</td></tr> <tr><td>African American 6%</td></tr> <tr><td>Asian 12%</td></tr> <tr><td>Filipino 9%</td></tr> <tr><td>Latino/a 47%</td></tr> <tr><td>White 17%</td></tr> </table>	MATH 235	N= 58	59%	African American 6%	Asian 12%	Filipino 9%	Latino/a 47%	White 17%	<table border="1"> <tr><td>Success</td></tr> <tr><td>N= 39</td></tr> <tr><td>67%</td></tr> </table>	Success	N= 39	67%	<table border="1"> <tr><td>N= 6</td><td>15%</td></tr> <tr><td>African American</td><td>0%</td></tr> <tr><td>Asian</td><td>24%</td></tr> <tr><td>Filipino</td><td>20%</td></tr> <tr><td>Latino/a</td><td>11%</td></tr> <tr><td>White</td><td>12%</td></tr> </table>	N= 6	15%	African American	0%	Asian	24%	Filipino	20%	Latino/a	11%	White	12%	<table border="1"> <tr><td>74% took 6+ terms</td></tr> </table>	74% took 6+ terms
MATH 235																														
N= 98																														
MATH 235																														
N= 58																														
59%																														
African American 6%																														
Asian 12%																														
Filipino 9%																														
Latino/a 47%																														
White 17%																														
Success																														
N= 39																														
67%																														
N= 6	15%																													
African American	0%																													
Asian	24%																													
Filipino	20%																													
Latino/a	11%																													
White	12%																													
74% took 6+ terms																														
		<table border="1"> <tr><td>Non-Success</td></tr> <tr><td>N= 19</td></tr> <tr><td>33%</td></tr> </table>	Non-Success	N= 19	33%	<table border="1"> <tr><td>N= 1</td><td>5%</td></tr> <tr><td>African American</td><td>0%</td></tr> <tr><td>Asian</td><td>0%</td></tr> <tr><td>Filipino</td><td>0%</td></tr> <tr><td>Latino/a</td><td>6%</td></tr> <tr><td>White</td><td>20%</td></tr> </table>	N= 1	5%	African American	0%	Asian	0%	Filipino	0%	Latino/a	6%	White	20%	<table border="1"> <tr><td>100% took 6+ terms</td></tr> </table>	100% took 6+ terms										
Non-Success																														
N= 19																														
33%																														
N= 1	5%																													
African American	0%																													
Asian	0%																													
Filipino	0%																													
Latino/a	6%																													
White	20%																													
100% took 6+ terms																														
				<table border="1"> <tr><td>Overall Completion Rate</td></tr> <tr><td>12%</td></tr> </table>	Overall Completion Rate	12%																								
Overall Completion Rate																														
12%																														

Completion of transfer level includes MATH 10, 11, 17, 42, 44, or 48A.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.

Placement MATH 220/217 (Enroll 220)

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion
MATH 220/217 N= 27	MATH 220 N= 19 70% African American 5% Asian 19% Filipino 9% Latino/a 33% White 30%	Success N= 12 63%	N= 4 33% African American 50% Asian 50% Filipino 50% Latino/a 21% White 30%	42% took 5 terms & 33% took 3 terms
		Non-Success N= 7 37%	N= 0.3 4% African American 0% Asian 0% Filipino 0% Latino/a 0% White 14%	100% took 6+ terms
				Overall Completion Rate 23%

Completion of transfer level includes MATH 10, 11, 17, 42, 44, or 48A.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.

Placement MATH 220/217 (Enroll 217)

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion																																																									
	<table border="1"> <thead> <tr> <th colspan="2">MATH 217</th> </tr> </thead> <tbody> <tr> <td>N= 2</td> <td>7%</td> </tr> <tr> <td>African American</td> <td>0%</td> </tr> <tr> <td>Asian</td> <td>0%</td> </tr> <tr> <td>Filipino</td> <td>0%</td> </tr> <tr> <td>Latino/a</td> <td>17%</td> </tr> <tr> <td>White</td> <td>83%</td> </tr> </tbody> </table>	MATH 217		N= 2	7%	African American	0%	Asian	0%	Filipino	0%	Latino/a	17%	White	83%	<table border="1"> <thead> <tr> <th>Success</th> </tr> </thead> <tbody> <tr> <td>N= 1.3 65%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Non-Success</th> </tr> </thead> <tbody> <tr> <td>N= 0.7 35%</td> </tr> </tbody> </table>	Success	N= 1.3 65%	Non-Success	N= 0.7 35%	<table border="1"> <thead> <tr> <th colspan="2">N= 1</th> <th>77%</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>0%</td> <td></td> </tr> <tr> <td>Asian</td> <td>0%</td> <td></td> </tr> <tr> <td>Filipino</td> <td>0%</td> <td></td> </tr> <tr> <td>Latino/a</td> <td>0%</td> <td></td> </tr> <tr> <td>White</td> <td>50%</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">N= 0</th> <th>0%</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>0%</td> <td></td> </tr> <tr> <td>Asian</td> <td>0%</td> <td></td> </tr> <tr> <td>Filipino</td> <td>0%</td> <td></td> </tr> <tr> <td>Latino/a</td> <td>0%</td> <td></td> </tr> <tr> <td>White</td> <td>0%</td> <td></td> </tr> </tbody> </table>	N= 1		77%	African American	0%		Asian	0%		Filipino	0%		Latino/a	0%		White	50%		N= 0		0%	African American	0%		Asian	0%		Filipino	0%		Latino/a	0%		White	0%		<table border="1"> <tbody> <tr> <td>50% took 2 terms & 50% took 6+ terms</td> </tr> <tr> <td>N/A</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>Overall Completion Rate 50%</td> </tr> </tbody> </table>	50% took 2 terms & 50% took 6+ terms	N/A	Overall Completion Rate 50%
MATH 217																																																													
N= 2	7%																																																												
African American	0%																																																												
Asian	0%																																																												
Filipino	0%																																																												
Latino/a	17%																																																												
White	83%																																																												
Success																																																													
N= 1.3 65%																																																													
Non-Success																																																													
N= 0.7 35%																																																													
N= 1		77%																																																											
African American	0%																																																												
Asian	0%																																																												
Filipino	0%																																																												
Latino/a	0%																																																												
White	50%																																																												
N= 0		0%																																																											
African American	0%																																																												
Asian	0%																																																												
Filipino	0%																																																												
Latino/a	0%																																																												
White	0%																																																												
50% took 2 terms & 50% took 6+ terms																																																													
N/A																																																													
Overall Completion Rate 50%																																																													

Completion of transfer level includes MATH 10, 11, 17, 42, 44, or 48A.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.

Placement MATH 220/217/108 (Enroll 217)

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion
MATH 220/217/108 N= 138	MATH 217 N= 5 4% African American 0% Asian 20% Filipino 7% Latino/a 33% White 47%	Success N= 4 80%	N= 1 25% African American 0% Asian 33% Filipino 0% Latino/a 25% White 40%	100% took 2 terms
		Non-Success N= 1 20%	N= 0 0% African American 0% Asian 0% Filipino 0% Latino/a 0% White 0%	N/A
				Overall Completion Rate 20%

Completion of transfer level includes MATH 10, 11, 17, 42, 44, or 48A.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.

Placement MATH 220/217/108 (Enroll 108)

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion
MATH 220/217/108 N= 138	MATH 108 N= 16 12% African American 8% Asian 12% Filipino 0% Latino/a 49% White 24%	Success N= 7 44%	N= 5 71% African American 0% Asian 75% Filipino 0% Latino/a 56% White 83%	60% took 2 terms
		Non-Success N= 9 56%	N= 1 11% African American 33% Asian 0% Filipino 0% Latino/a 13% White 17%	75% took 6+ terms
				Overall Completion Rate 38%

Completion of transfer level includes MATH 10, 11, 17, 42, 44, or 48A.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.

Placement MATH 105

Placement	Enrolled in Course Placed	Course Outcome	Completed Transfer Level	Terms to Transfer Completion
MATH 105 N= 108	MATH 105 N= 92 85% African American 4% Asian 20% Filipino 9% Latino/a 35% White 21%	Success N= 60 65%	N= 36 60% African American 29% Asian 78% Filipino 68% Latino/a 39% White 67%	57% took 2 terms
		Non-Success N= 32 35%	N= 6 19% African American 0% Asian 50% Filipino 60% Latino/a 10% White 11%	56% took 6+ terms
				Overall Completion Rate 46%

Completion of transfer level includes MATH 10, 11, 17, 42, 44, or 48A.

Terms to transfer completion: 2 terms reflects winter, 3 terms reflect spring, 4 terms reflect summer, 5 terms reflect fall of the following year, etc.



Discussion: Identifying Goals and Activities



Goal and Activity Planning Process

Outcome: Basic Skills Completion



Goals supporting the outcome (5)



Activities supporting the goals



Targets for the activities



Identifying Integrated Plan Goals

- Small group activity
 - Assessment
 - Enrollment/Course Success
 - Sequence Completion
- Based on the data, identify areas for improvement



Examples of Goals

- Increase incoming student participation in orientation, assessment, ed plans
- Improve identification of and support for students at-risk for academic or progress probation
- Increase students transitioning from noncredit to credit
- Increase students earning non-credit CDCP certificates
- Students experiencing increased placement and course success rates
- Improve success rates in degree/certificate attainment



Identifying Integrated Plan Activities

- Identify possible activities to support proposed goals
 - Consider current programs and initiatives
 - Brainstorm new strategies
- Let's use what we've already got!



Examples of Activities

- S.O.A.R.
- Multiple Measures
- Early Alert
- Professional Development
- Pilot Mentoring Program
- Supplemental Instruction
- Expansion of Summer Bridge



Next Steps

- Organize goals and activities
- Begin drafting integrated plan
- Identify targets
- Other data needed?
- Next mtg: August 17, 2017



Thank you!

Elaine W. Kuo
Interim Director, Equity Programs
kuoelaine@fhda.com

Lisa Ly
Acting College Researcher, Institutional Research & Planning
lylisa@fhda.edu

Kelaiah Harris
Program Coordinator II, Equity Programs
harriskelaiah@fhda.com