## Goal 4: BASIC SKILLS

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<tbody>
<tr>
<td>1. Success Rate in Basic Skills Courses (%)</td>
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<tr>
<td>ESL (130-140-150-160-25):</td>
<td>82.8</td>
<td>83.2</td>
<td>81.1</td>
<td>75.4</td>
<td>79.7</td>
<td>79.2</td>
<td>80.0</td>
<td>81.0</td>
<td>82.0</td>
<td>83.0</td>
<td>84.0</td>
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<tr>
<td>ENGL (100):</td>
<td>75.9</td>
<td>67.8</td>
<td>73.1</td>
<td>71.0</td>
<td>71.2</td>
<td>66.3</td>
<td>69.0</td>
<td>71.0</td>
<td>73.0</td>
<td>75.0</td>
<td>77.0</td>
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<tr>
<td>MATH (250-200-101):</td>
<td>63.9</td>
<td>62.3</td>
<td>57.3</td>
<td>57.3</td>
<td>57.0</td>
<td>59.9</td>
<td>61.0</td>
<td>62.0</td>
<td>63.0</td>
<td>64.0</td>
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<tr>
<td>Campus Average:</td>
<td>74.2</td>
<td>73.8</td>
<td>73.1</td>
<td>68.8</td>
<td>72.0</td>
<td>72.0</td>
<td>73.0</td>
<td>74.0</td>
<td>75.0</td>
<td>76.0</td>
<td>77.0</td>
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<tr>
<td>Campus Average for African-Am./Hispanic:</td>
<td>64.8</td>
<td>63.4</td>
<td>61.3</td>
<td>55.8</td>
<td>61.4</td>
<td>63.7</td>
<td>66.0</td>
<td>68.5</td>
<td>71.0</td>
<td>73.5</td>
<td>76.0</td>
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<tr>
<td>2. Students Passing College-Level Course who started in Basic Skills in Same Area (%)</td>
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<tr>
<td>Mathematics (1-2-10-11-12-22-49-51):</td>
<td>17.6</td>
<td>16.9</td>
<td>15.2</td>
<td>15.9</td>
<td>14.6</td>
<td>14.0</td>
<td>15.0</td>
<td>16.5</td>
<td>18.0</td>
<td>19.5</td>
<td>21.0</td>
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<tr>
<td>English/ESL (ENGL 1A-1B/ESL 26):</td>
<td>30.9</td>
<td>39.6</td>
<td>44.5</td>
<td>43.1</td>
<td>46.1</td>
<td>46.0</td>
<td>48.0</td>
<td>50.0</td>
<td>52.0</td>
<td>54.0</td>
<td>56.0</td>
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### Foothill goals for 2015:
- Completion rate in ESL: 84%
- Completion rate in English: 77%
- Completion rate in mathematics: 65%
- All-College average: 77%
- Campus average for African-American and Hispanic students: 76%
- Increase college-level course success in all student groups by 5%

### System Goal

- Success rates are determined by percentage of students receiving a grade of A, B, C, or P divided by all students receiving a grade including W grades.
- Tracking of students who started in basic skills includes those students who started at any level of basic skills, and calculated the percentage who eventually succeed in a college-level course in the same area.

### Foothill Action Plan

#### Foothill Contributing Programs:
- Assessment
- Basic Skills Task Force
- Counseling
- Freshman Experience Learning Communities
- Language Arts Lab
- Math Center
- Mfumo
- Pass the Torch
- Puente
- Tutorial Center

#### Examples of Specific Action Plans:
- Basic Skills Task Force to continue design and implementation of plans to improve student performance in basic skills courses.
- Improve assessment and placement procedures by:
  1. Coordinating assessment, counseling, and registration processes
  2. Examining assessment procedures and instruments to streamline process for English and ESL placement
  3. Ensuring early remediation of basic skills prior to entry into higher-level courses
  4. Increasing percentage of students tested
- Improve services and coordination of services by:
  1. Continuing efforts in programs such as Pass the Torch, Puente, and Mfumo
  2. Supporting tutorial services and study centers
  3. Revising, computerizing, and increasing usage of the Early Alert System
- Improve curriculum and pedagogy by:
  1. Utilizing learning communities and block scheduling, combining basic skills and collegiate courses with counseling
  2. Ensuring consistent standards among basic skills and ESL courses
  3. Developing strategies to improve success of students receiving "C" grades in prerequisite courses
  4. Developing alternate approaches to course delivery, such as modularized course offerings or integration of classroom and laboratory activities
- Provide staff development for basic skills and ESL by:
  1. Providing faculty development on basic skills, ESL pedagogy, and learning styles
  2. Ensuring communication with part-time faculty
  3. Facilitating participation of part-time faculty in staff development activities
- Wherever feasible, support the planning agenda related to basic skills as described in these and other program reviews: Mathematics, English, and ESL (Appendix B)

Note: Values reflected in above tables are a result of deliberations by members of the IPC.