



FOOTHILL COLLEGE

Core Mission Workgroup Objectives for 2013-14

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| Institutional Goal Improve student achievement outcomes for basic skills courses | |
| Workgroup Objective Expand basic skills math bridge programs focused to serve 120 students, with a focus on increasing the math placement level for targeted students (Latino, African American and Filipino/PI students) and expanding the existing/potential collaborative efforts between Math, ESLL/English, and Counseling. | Map to Institutional Learning Outcomes <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Community |
| Target <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. • Establish learning community cohorts from bridge program participants (may need some expansion here?) | 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) _____ |
| Metrics <ul style="list-style-type: none"> • Increase the participation among targeted groups by 10%. • Pre-and post-bridge program placement data • Enrollment data (F13) • Enrollment data by ethnicity (for tracking in 2013-14) • Students will participate in at least one learning community activity after program | Lead Role <ul style="list-style-type: none"> • Math faculty • Counseling faculty • ESLL/English faculty (?) • Institutional Research • Office of Instruction |
| References & Notes <ul style="list-style-type: none"> • Summer Bridge program held: July 2012, July 2013, and August 2013 • 2012 cohort were tracked over F12, W13 and S13. While majority of students were enrolled over course of year (~90%), only 8 students were enrolled in math for all three quarters. • 2013 cohort were analyzed to see how much their math placement changed from before and after program. About 70% of students with pre-and post-test data increased at least one level (49/69). | Supporting Documentation <ul style="list-style-type: none"> <input type="checkbox"/> ACCJC Recommendation (Standard _____) <input checked="" type="checkbox"/> District Priority <input checked="" type="checkbox"/> Educational and Strategic Master Plan <input type="checkbox"/> PaRC Initiative <input checked="" type="checkbox"/> Program Review <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Other_Basic Skills Initiative Action Plan ____ |
| | Workgroup Participants Tri-Chairs: April Henderson, Sarah Munoz, Peter Murray Members: Elaine Kuo; Alexandra Duran; Teresa Ong; Teresa Zwack; Craig Gawlick; Eric Reed; Tess Hansen; Kerry Bahadur; Paul Starer; Katie Ha; Jess Miller; Tilly Wu Ex-Officio: Kimberlee Messina |



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| Institutional Goal Improve student outcomes and close the achievement gap | |
| Workgroup Objective Support pathways to move students successfully through basic skills course sequences | Map to Institutional Learning Outcomes <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Community |
| Target <ul style="list-style-type: none"> ● Increase the number of students, including those with basic skills needs and/or from the targeted groups (Latino, African American, Filipino/PI), who are successful in non-Math and ESLL classes by 10% (based on courses with course success rate gaps by ethnicity). ● Increase the number of students completing precollegiate math courses by 10% (how?). | |
| 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) _____ | |
| Metrics <ul style="list-style-type: none"> ● Number of students participating in supplemental/imbedded instruction ● Number of students enrolled in precollegiate math courses ● Course success data from S14 ● Survey data/feedback from participating students ● Document use of resources applied to precollegiate math courses (?) | Lead Role <ul style="list-style-type: none"> ● Math faculty ● Supplemental instruction faculty ● Faculty in identified non-math and ESLL courses with success rate gap by ethnicity (?) ● Institutional Research |
| Supporting Documentation <input type="checkbox"/> ACCJC Recommendation (Standard _____) <input checked="" type="checkbox"/> District Priority <input checked="" type="checkbox"/> Educational and Strategic Master Plan <input type="checkbox"/> PaRC Initiative <input checked="" type="checkbox"/> Program Review <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Other_Basic Skills Initiative Action Plan ____ | |
| References & Notes <ul style="list-style-type: none"> ● Non-Math and ESLL courses will be identified using program review data, disaggregated by course and ethnicity, examining the course success rates over the past three years. No more than three courses will be identified for this first year. ● Not sure if Target#2 is specifically referring to Math My Way? If not, additional data may not be necessary here. | |
| Workgroup Participants Tri-Chairs: April Henderson, Sarah Munoz, Peter Murray Members: Elaine Kuo; Alexandra Duran; Teresa Ong; Teresa Zwack; Craig Gawlick; Eric Reed; Tess Hansen; Kerry Bahadur; Paul Starer; Katie Ha; Jess Miller; Tilly Wu Ex-Officio: Kimberlee Messina | |