



**FOOTHILL COLLEGE**  
**Basic Skills +**  
**Student Equity**

**Basic Skills and/or Student Equity**  
**Funding Request Summary**

<b>Date Submitted:</b>	10-5-2015	<b>Funding Year:</b>	2015-2016
<b>Division:</b>	PSME	<b>Division Dean:</b>	Victor Tam

Requested Amount: \$ \$4800

Are funds are being requested from Basic Skills 50% or Student Equity 50% ?  
 If both, indicate the percentage of funding from each source.

Note: Responses for the complete application should be limited to about 2 pages.

- 1) Please provide a summary of the request and details on how this request will directly serve the college’s basic skills and/or equity goals.  
 AMATYC, the American Mathematical Association for Two Year Colleges, will hold its national conference in November. Rachel Mudge and Nicole Gray will represent Foothill College by presenting their work on a “Starting Strong Package,” developed in conjunction with the Carnegie Foundation for the Advancement of Teaching. Jennifer Sinclair and Rick Martinez would also like to attend this conference. Travel, accommodation, and conference costs are about \$2200/person and we have each been approved to receive \$1000 conference funding. We are asking for an additional \$4800 to cover the costs for these 4 faculty to attend. There are nationwide movements to develop alternative pathways to college level math (traditionally, algebra was the only pathway). In its work with the Carnegie Foundation, the math department has actively participated in the early stages of pathway development and implementation. In our piloting of the Statway curriculum, we have realized tremendous improvements in success rates of students who place into developmental math. Now it is time for us to develop another pathway through college-level math (for students who place into developmental math). This conference will provide the information we need to create CORs for a new pathway.
- 2) Please provide a timeline for implementation and a schedule of planned activities.
  - a. November 2015: Attend AMATYC conference to review national movement and developed materials.
  - b. May 2016: Submit CORs for alternative pathway by May 1<sup>st</sup> and make recommendation to math department regarding material selection and accompanying professional development resources.
- 3) Please describe plans for sustaining the request (if possible) without basic skills or equity funding.
  - a. The development of a new pathway is so key to what we need to do to improve our basic skills options that we cannot imagine that this work would go unsupported by Basic Skills money.

- b. Preliminary, nationwide data on the Statway curriculum shows phenomenal progress towards closing the achievement gap. So, again, we cannot imagine that this work would go unsupported by equity money.

- 4) Indicate the metric(s) that should be used to measure success of the activity, e.g. next term or course persistence, course success, degrees completed, faculty learning outcomes, etc.
  - a. Development of CORs will signify success of the activity.
  - b. The Carnegie Foundation has worked with our IR department to compare the percentage of students who make it through the Statway Pathway to the percentage of students who make it through our traditional pathway. Although such research cannot be completed until we start offering the new pathway (Projected to be Fall 2017), it makes sense that IR run comparisons similar to those they've run for Statway and use similar metrics

- 5) Number directly impacted: \_\_\_?\_\_\_ students or \_\_\_4\_\_\_ faculty / staff members.
  - a. Less directly, most faculty in the math department will be impacted (~40).
  - b. Less directly, all students who take this new pathway will be impacted (Several hundred per year).

**Student Equity Executive Summary:**

[http://www.foothill.edu/president/parc/minutes/parc2014-15/parc10.1.14/SEPexecutivesummary\\_11.3.14.pdf](http://www.foothill.edu/president/parc/minutes/parc2014-15/parc10.1.14/SEPexecutivesummary_11.3.14.pdf)

**Basic Skills Initiative info page & Student Equity Funding Plan Guidelines (see bottom of page):**

<http://www.foothill.edu/staff/irs/bsi/context.php>