



FOOTHILL COLLEGE

Core Mission Workgroup Objectives for 2015-16

Map to Educational Master Plan Goal <input checked="" type="checkbox"/> Create a culture of equity that promotes student success particularly for underserved students. <input type="checkbox"/> Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance. <input type="checkbox"/> Recognize and support a campus culture that values ongoing improvement and stewardship of resources.	
Workgroup Objective Expand basic skills English bridge programs to include three classes with an increased rate of retention. Integrate counseling and embedded tutoring into the course. The program will focus on increasing students' reading, writing, critical thinking and metacognitive skills and connecting them to resources on campus.	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"> • 70% of bridge program participants will register for the appropriate English course in the fall. • 60% of bridge program participants will successfully complete their next English class • 55% of bridge program participants will complete English 1A in the next 2 years • Students will utilize campus resources. 	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) _____
Indicators <ul style="list-style-type: none"> • Enrollment data (F15) • English course completion and persistence rates for bridge program participants • Student self-assessment • Instructor assessment of student participation 	Lead Role <ul style="list-style-type: none"> • English faculty • Supplemental Instruction • Counseling faculty • Institutional Research • Office of Instruction
Supporting Documentation <input type="checkbox"/> ACCJC Recommendation (Standard_____) <input checked="" type="checkbox"/> Basic Skills Initiative <input checked="" type="checkbox"/> District Strategic Plan <input checked="" type="checkbox"/> Educational Master Plan Objectives <input type="checkbox"/> Institutional Goals (IEPI) <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Student Success & Support Program Plan <input type="checkbox"/> Other _____	
References & Notes <ul style="list-style-type: none"> • English Bridge program was held for the first time in summer 2015. • Students who complete the program in Summer 2015 and enrolled in the fall were given a \$50 book voucher. 	
Workgroup Participants Tri-Chairs: Maureen McCarthy, Teresa Zwack, Victor Tam Members: Kerry Bahadur, Valerie Fong, Allison Herman, Sam White, Justin Schultz, Karen Smith, Ashley Bowden, Katie Ha, Elaine Kuo, Tilly Wu, Susie Huerta, Voltaire Villanueva, Eric Reed, Sarah Munoz, San Lu, Oudia Mathis Ex-Officio: Kurt Hueg	



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Workgroup Objective Expand basic skills math bridge programs to serve 140 students, with a focus on increasing the math placement level for students originally placed at basic skills level, and incorporate collaboration between Math, ESLL/English, and Counseling Departments.		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. • Maintain high rate of participation in math summer bridge among traditionally underserved students • Establish learning community cohorts from bridge program participants 		Resource Planning Estimated Cost \$_____TBD_____
Indicators <ul style="list-style-type: none"> • Pre-and post-bridge program placement data • Enrollment data (F15) • Participation rate by ethnicity • Students will participate in at least one learning community activity after program 		Funding Source <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential <input type="checkbox"/> Requested <input type="checkbox"/> NA
Lead Role <ul style="list-style-type: none"> • Math faculty • Counseling faculty • Institutional Research • Office of Instruction 		Timeline Target Date(s) _____
References & Notes <ul style="list-style-type: none"> • Summer Bridge program held: Summer 2012 – Summer 2015 • Students who completed the program in Summer 2015 and enrolled in the Fall were given a \$50 textbook voucher. 		Supporting Documentation <input type="checkbox"/> ACCJC Recommendation (Standard____) <input checked="" type="checkbox"/> Basic Skills Initiative <input type="checkbox"/> District Strategic Plan <input checked="" type="checkbox"/> Educational Master Plan Objectives <input type="checkbox"/> Institutional Goals (IEPI) <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Student Success & Support Program Plan <input type="checkbox"/> Other _____
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Workgroup Objective Support pathways to move students successfully through basic skills course sequences		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"> • Increase the number of students, including those with basic skills needs, who are successful in non-Math and ESLL classes by 10% (based on courses with a large proportion of students with basic skills needs). • Increase the number of students completing pre-collegiate math courses by 10%. 		Resource Planning Estimated Cost \$ _____ TBD _____ Funding Source <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential <input type="checkbox"/> Requested <input type="checkbox"/> NA
Indicators <ul style="list-style-type: none"> • Number of students participating in supplemental/embedded instruction • Number of students enrolled in precollegiate math courses • Course success data from the 2015-2016 school year • Survey data/feedback from participating students 	Lead Role <ul style="list-style-type: none"> • Math faculty • Supplemental instruction faculty • Faculty in identified non-math and ESLL courses with a large number of students with basic skills needs • Institutional Research 	Timeline Target Date(s) _____
References & Notes <ul style="list-style-type: none"> • Non-Math and ESLL courses will be identified using data from institutional research, disaggregated by course and ethnicity, examining the course success rates over the past three years. 		Supporting Documentation <input type="checkbox"/> ACCJC Recommendation (Standard _____) <input checked="" type="checkbox"/> Basic Skills Initiative <input checked="" type="checkbox"/> District Strategic Plan <input checked="" type="checkbox"/> Educational Master Plan Objectives <input type="checkbox"/> Institutional Goals (IEPI) <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Student Success & Support Program Plan <input type="checkbox"/> Other _____
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