

Foothill College Integrated Plan, 201719

Student Support Services (3SP), Basic Skills, Student Equity

Executive Summary Directions:

Each college must create an executive summary that includes, at a minimum, the

The College spent a

The figure below shows the grade counts for all the ethnic groups tracked by the college.

		Face to Face/Hybrid		Online	
Fall Term		Total		Total	
		Grades	Percent	Grades	Percent
Fall 2014	African American	952	66%	879	54%
	Asian	5,955	81%	2,715	76%
	Filipino	1,252	77%	577	67%
	Latinx	4,968	69%	2,225	63%
	Native American	136	74%	93	48%
	Pacific Islander	248	64%	125	64%
	White	6,573	81%	3,237	73%
	Decline to State	2,052	83%	484	83%
	Total	22,136	78%	10,335	70%
Fall 2015	African American	791	67%	797	52%
	Asian	5,805	81%	2,840	79%
	Filipino	1,195	81%	680	68%
	Latinx	5,229	70%	2,321	65%
	Native American	122	79%	84	58%
	Pacific Islander	229	66%	100	59%
	White	5,987	80%	3,205	76%
	Decline to State	2,236	84%	471	84%
	Total	21,594	78%	10,498	72%
Fall 2016	African American	804	72%	701	61%
	Asian	6,009	81%	3,050	81%
	Filipino	1,205	80%	671	75%
	Latinx	5,402	71%	2,345	68%
	Native American	94	86%	81	62%
	Pacific Islander	296	68%	136	62%
	White	5,593	82%	3,029	76%
	Decline to State	1,177	86%	422	86%
	Total	20,580	79%	10,435	75%

Source: Lisa Ly, Institutional Research and Planning

The college continues to examine how its practices might unintentionally be reinforcing societal biases. The college collectively, and faculty and staff individually, are dedicated to finding ways to acknowledge and address the stereotypes and racism our students face.

The 2015 Equity Plan explicitly referenced the connections to the 3S and Basic Skills Plans and activities. The plan proposed leveraging our integrated governance process and creation of an operational team. While the operational team has not yet come to fruition, the governance process has been used to provide input in the development of the 2017-2019 integrated plan.

The Foothill College 2017-19 Integrated Plan includes activities to support the following five goals:

1. Increase access to college opportunity
2. Improve basic skills persistence

<p>SEP- Course Completion: improve course completion for African American, Latinx and low-income students.</p>	<p>¾ Success rates for the disproportionately impacted groups identified in the 2015 Equity Plan increased at a faster rate than the overall college rate from fall 2014 to fall 2016.</p> <p>¾ Even though the success rate gaps have narrowed, there is still a gap of 5 percentage points or greater</p> <table border="1" data-bbox="581 428 1377 810"> <thead> <tr> <th>Course Success/ Completion</th> <th>Fall 2014</th> <th>Fall 2016</th> <th>% point change</th> <th>% point gap to College</th> </tr> </thead> <tbody> <tr> <td>Foothill College</td> <td>77%</td> <td>79%</td> <td>+2</td> <td>-</td> </tr> <tr> <td>Equity Plan Groups</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> African American</td> <td>62%</td> <td>69%</td> <td>+7</td> <td>-10</td> </tr> <tr> <td> Latinx</td> <td>70%</td> <td>74%</td> <td>+4</td> <td>-5</td> </tr> <tr> <td> Low Income</td> <td>67%</td> <td>72%</td> <td>+5</td> <td>-7</td> </tr> </tbody> </table> <p>Source: FHDA IRP Credit</p>	Course Success/ Completion	Fall 2014	Fall 2016	% point change	% point gap to College	Foothill College	77%	79%	+2	-	Equity Plan Groups					African American	62%	69%	+7	-10	Latinx	70%	74%	+4	-5	Low Income	67%	72%	+5	-7
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<p>BSI - Basic Skills Pathway Completion: improve basic skills pathway completion rates.</p>	<p>¾ The completion rates for students who started in basic skills and completed a college level English/Math/ESL course within 6 years increased by at least 1 percentage point, with Math having the largest improvement.</p> <table border="1" data-bbox="574 1076 1382 1284"> <thead> <tr> <th>Basic Skills Pathway Completion</th> <th>Cohort 2009-14</th> <th>Cohort 2011-16</th> <th>% point change</th> </tr> </thead> <tbody> <tr> <td>Foothill College: English</td> <td>56%</td> <td>57%</td> <td>+1</td> </tr> <tr> <td>Foothill College: Math</td> <td>43%</td> <td>48%</td> <td>+5</td> </tr> <tr> <td>Foothill College: ESL</td> <td>48%</td> <td>51%</td> <td>+3</td> </tr> </tbody> </table> <p>Source: Scorecard 2009/201314 and 2011/201516 cohorts</p>	Basic Skills Pathway Completion	Cohort 2009-14	Cohort 2011-16	% point change	Foothill College: English	56%	57%	+1	Foothill College: Math	43%	48%	+5	Foothill College: ESL	48%	51%	+3														
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SEP- English, Math and ESL: improve basic skills pathway completion rates in English for African American, Filipinx and low-income students; Math for African American, Latinx and low-income students; and ESL for females and Latinx students.

- ¾ With the exception of Latinx in the ESL pathway, basic skills pathway completion rates for the student groups identified in the 2015 Equity Plan increased at a faster rate than compared to the college
- ¾ While the completion gap has narrowed a gap of at least 3 percentage points

<p>SEP- Transfer/ Transfer Prepared: improve transfer/ transfer prepared rates for African American, Latinx and low-income students.</p>	<p>¾ Transfer rates for first-time to college African American and Low Income students who attempted a college-level English or Math course increased by at least 4 percentage points, whereas the college rate remained the same.</p> <p>¾ The transfer rate declined by 2 percentage points for Latinx students over the same period.</p> <table border="1" data-bbox="565 463 1393 847"> <thead> <tr> <th>Transfer/Transfer Prepared Completion</th> <th>Cohort 2009-14</th> <th>Cohort 2011-16</th> <th>% point change</th> <th>% point gap to College</th> </tr> </thead> <tbody> <tr> <td>Foothill College</td> <td>61%</td> <td>61%</td> <td>-</td> <td>-</td> </tr> <tr> <td colspan="5">Equity Plan Groups</td> </tr> <tr> <td>African American</td> <td>35%</td> <td>51%</td> <td>+16</td> <td>-10</td> </tr> <tr> <td>Latinx</td> <td>44%</td> <td>42%</td> <td>-2</td> <td>-19</td> </tr> <tr> <td>Low Income</td> <td>49%</td> <td>53%</td> <td>+4</td> <td>-8</td> </tr> </tbody> </table> <p>Source: Scorecard 2009/2013-14 and 2011/2015-16 cohorts</p>	Transfer/Transfer Prepared Completion	Cohort 2009-14	Cohort 2011-16	% point change	% point gap to College	Foothill College	61%	61%	-	-	Equity Plan Groups					African American	35%	51%	+16	-10	Latinx	44%	42%	-2	-19	Low Income	49%	53%	+4	-8
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<p>SSSP- provide core SSSP services to students.</p>	<p>¾ From fall 2014 to fall 2016, the percentage of students who received Educational Plan and Academic/Progress Probation services increased by 6 and 1 percentage points, respectively.</p> <p>¾ Orientation and Counseling remained the same over the same period, and Initial Assessment declined by 2 percentage points.</p> <p>_____</p> <p>_____</p> <p>Source: CCCCO DataMart Student Success Services</p>																														

Source: Lisa Ly, Institutional Research and Planning

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

The campus commitment to increasing student success has helped significantly in some areas. There are areas of innovation and student success stories across all three areas (3SP, Equity, Basic Skills) - from summer bridge programs, embedded tutoring, new ways of supporting student education plan development, to new learning communities and new noncredit curriculum. More work needs to be done, however, on coordinating the support we provide students throughout the path to achieving their educational goals.

- c. In the table below, identify one goal from your 2015-16 plan that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Improve basic skills completion	Early Alert program for basic skills courses	Multiple measures of assessment not using student high school information.	Summer bridge programs in Math and English

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges

The Foothill Math Summer Bridge program has been very successful in moving students out of basic skills math. Students placing in to basic skills math are invited to attend two weeks of intensive math practice. At the end students retake the placement test with about 55% of students moving up at least one level.

FUTURE PLANS

Questions 38 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes based, using system wide outcomes metrics. Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

The emphasis for the Goals is on eliminating disproportionate impact among student groups.

1. Increase access to college opportunity
 - x Increase student participation in 3SP activities. 3SP
 - x Provide assessment and orientation services in multiple locations and modalities. 3SP
 - x Provide counseling support for undocumented students 3SP
 - x Provide direct support to students to ease financial barriers to success, including nutrition assistance, transportation, etc. SEP
 - x Conduct institutional research on student needs identifying student curricular bottlenecks (such as gatekeeper courses beyond basic skills) and new programs. SEP
 - x Offer additional dual enrollment opportunities for students. SEP
 - x Support programs to promote increased diversity in STEM fields. SEP
 - x Develop AB 288 Agreements to meet local needs. BSI
 - x Expand programming to Adult Education students. BSI

2. Improve basic skills persistence
 - x Provide increased counseling support for students at risk for academic/progress probation. 3SP
 - x Continue to provide

4. Improve course completion

x

BSI/SEP/SSSP Integrated Plan, 2018-17 to 2018-19

Goals & Metrics

Goal 1: Increase access to college opportunity

- { Total FTES will increase by 1.5% per year, from 12,390 in AY17 to 12,764 in AY19.
- { Dual enrollment FTES will increase by 10% per year, from 400 in AY17 to 480 in AY19.

Goal 2: Improve basic skills pathway completion

- x The percent of basic skills English students who complete a college-level English course within 6 years will increase +5 percentage points from 57% for the 2016 cohort to 62% for the 2018 cohort.
- x The percent of basic skills math students who complete a college-level math course within 6 years will increase +5 percentage points from 48% for the 2016 cohort to 53% for the 2018 cohort
- x The percent of basic skills ESL students who complete a college-level ESL/English course within 6 years will increase +5 percentage points from 51% for the 2016 cohort to 56% for the 2018 cohort

Goal 3: Expand non-credit courses and certificates

- { Non-credit FTES will increase by 10% per year, from 386 in AY17 to 466 in AY19.

Goal 4: Improve course completion

- x The overall course completion rate will increase 5 percentage points from 79% in AY17 to 84% in AY19.
- x The course completion rate for African American, Filipinx, Latinx and Pacific Islanders students will increase 7 percentage points from 72% in AY17 to 79% in AY19.

Goal 5: Improve degree, certificate, transfer and CTE completion

- { Fall to spring persistence rate will increase from 46% in F16 to 50% in F18.
- { The percentage of first-time college students who earn a degree, certificate, transfer or achievement transfer prepared status within 6 years will increase 5 percentage points from 63% in AY16 to 68% in AY18.

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs (500 words max)

As the college reviews its governance structure in 2018, the Student Success Collaborative (SSC) will continue to provide 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, and Basic Skills Initiative (BSI) plans.

STUDENT SUCCESS COLLABORATIVE & STUDENT SUCCESS AND RETENTION TEAM

Student Equity Plan, Student Success & Support Program, Basic Skills Initiative
Provide institutional opportunities to narrow the achievement gap
Identify goals and initiatives

Source: Elaine Kuo, PhD, Institutional Research and Planning

The Student Success and Retention Team will provide a venue for operational insight and collaboration across divisions and departments to ensure effective implementation of activities. Collaboration will also occur through the President's Cabinet.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including postsecondary transitions and employment (250 words max)

Foothill College offers a range of noncredit courses which help students reach their goals in several ways. First we offer noncredit basic skills courses in areas such as, math, and language arts which are designed to assist students in preparation for their credit courses. We also offer noncredit parenting courses to assist students in achieving their personal goals. In addition, we offer career noncredit courses in home health aide and transition to work.

6. Describe your professional development plans to achieve your student success goals (100 words max)

Professional development is a key strategy for achieving three of our major plan goals: improving certificate/degree/transfer completion, improving course success rates, and increasing (enrollment and) retention. We plan to leverage our full-time professional development coordinator to ensure faculty and staff are equipped with pedagogical and service practices known to help increase student engagement and success. These include approaches such as culturally responsive teaching and service delivery techniques to mitigate stereotype threat, and humanizing online classroom environments.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

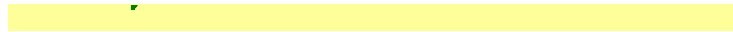
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9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

The 2017-18 Integrated Plan Budget will include the following allocations:

Basic Skills Initiative -	\$168,665
Student Equity --	\$830,000
Credit SSSP --	\$3,182,632
Noncredit SSSP --	\$156,109



10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below: SEE ABOVE

