FOOTHILL COLLEGE
Core Mission Workgroup Reflections for 2012-13

Institutional Goal:
Improve student achievement outcomes for basic skills courses

Workgroup Objective

Our objective is two-fold: track the 2012 Summer Bridge Program (SBMP) cohort for 3 quarters and provide supportive interventions if possible, AND to continue to revise, plan and improve a 2013 SBMP in a collaborative effort between Math, English and Counseling.

Target Summary	☐ Completed	☒ In Process	☐ Not Initiated Explain:

Successes	**Challenges**	**Resource Planning Review**
● 90% of students who enrolled in SBMP completed the program ● Over 90% of students who completed SBMP enrolled in Fall 2012 (92%) ● Almost 90% of students persisted from Fall 2012 to Winter 2013 (89%)	● Students experiencing lower success rates when placed in Math 10 and Math 105 ● Only 8 students were continuously enrolled in Math for all three quarters ● Increase supportive interventions for students	Cost(s) $__$20K_____ ☒ Financial ☒ Personnel ☐ Technology ☒ Time ☐ Other _____

Progress Indicators (Metrics Update)

● 66 out of 73 students completed the 2012 SBMP (90%).
● 61 out of 66 students who completed the 2012 SBMP enrolled in Fall 2012 (92%).
● 56 out of 66 students who completed the 2012 SBMP enrolled in Winter and Spring 2013 (85%).
● 42 out of 61 students who completed the 2012 SBMP and enrolled in Fall 2012 enrolled in a math course (69%).
● 29 out of 52 students who placed in basic skills math enrolled in the appropriate math course in Fall 2012 (56%).
● 54 out of 61 students who completed the 2012 SBMP enrolled in Fall 2012 and Winter 2013 (89%); BSW persistence target was 50%.
● Seeking to enroll 180 students in 2013 SBMP; initial goal was 90.

References & Notes	**Workgroup Participants**
● IR presented tracking data in fall, winter and spring quarters ● Latino/as (39%) and Whites (33%) made up almost three-fourths of the 2012 SBMP ● Registration for 2013 SBMP is currently open ● Continue seeking collaboration with English (IRW?)	● Tri-chairs: April Henderson, Sarah Munoz, Peter Murray ● Members: Alexandra Duran, Craig Gawlick, Elaine Kuo, Voltaire Villanueva, Inna Witkop, Tilly Wu, Teresa Zwack ● Ex-Officio: Kimberlee Messina

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Institutional Goal:		
Improve student achievement outcomes for basic skills courses		

Workgroup Objective		
Continue to support course sequences and pathways to move students successfully through basic skills course sequences.		

Target Summary	☐ Completed	☒ In Process	☐ Not Initiated
			Explain:

Successes	**Challenges**	**Resource Planning Review**
● IRW enrollment: 61 students in Fall 2012-Winter 2013 cohort and 39 students in Winter 2013-Spring 2013 cohort	● Need to have sustained collaboration with English ●	Cost(s) $\_\_3K _____$ ☒ Financial ☐ Personnel ☐ Technology ☐ Time ☐ Other _____

Progress Indicators (Metrics Update)

● 61 students enrolled in IRW in Fall 2012; BSW target was 30 students.

● Additional resources provided to Math My Way, including TAs/scanners (BS Fund) and supplemental instruction at PSME Center.

References & Notes	**Workgroup Participants**
● Math My Way cohort tracking to be conducted by IR (inc. completion rates)—in progress	● Tri-chairs: April Henderson, Sarah Munoz, Peter Murray ● Members: Alexandra Duran, Craig Gawlick, Elaine Kuo, Voltaire Villanueva, Inna Witkop, Tilly Wu, Teresa Zwack ● Ex-Officio: Kimberlee Messina

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Institutional Goal			
Improve student success; and Improve the outcomes of vocational students.			

Workgroup Objective			
Continue to increase awareness and improve information access related to all workforce and CTE programs at Foothill College.			

Target Summary	☒ Completed	☒ In Process	☐ Not Initiated
Prospective students, prospective employers, community members, etc. will be able to access information about all Foothill College workforce and CTE programs by June 30, 2013.			Explain:

Successes	Challenges	Resource Planning Review
● Monthly presentations at WWG and other vocational presentations on campus very well received. ● Web page in progress	● Decreased staffing due to retirements and layoffs means everyone has less time!	Cost(s) $_____ ☐ Financial ☐ Personnel ☐ Technology ☐ Time ☐ Other _____

Progress Indicators (Metrics Update)

● Continue presentations of all workforce and CTE programs at WWG monthly meetings (open and advertised to the public) in 2012-2013 – completed.

● Review and advise Marketing to ensure 100% scope and completeness of the Career and Vocational Guide – completed.

• Identify what's currently offered in the Bay Area in terms of CTE through the Bay Area Consortium – in progress.

References & Notes: Workforce Presentations in 2012-2013 at Foothill College:	Workgroup Participants
Contract Education – Reg Duhe/Skip Barnes Foothill Productions – Dave DeVillers Jobs of the Future – Nathalie Gossett ALLIES (Alliance for Language Learner's Integration, Education & Success) – Paul Downs Centers of Excellence (California Targeted Industry Reports) – John Carrese/State Chancellor's Office, Economic & Workforce Development Critical Conversations (Doing What Matters for Jobs and the Economy) – Vice Chancellor Van Ton Quinlivan	● John Mummert, VP of Workforce ● Charlie McKellar, Classified Tri-Chair ● Bob Cormia, Faculty Tri-Chair ● Mark Anderson, Administrative Tri-Chair

FOOTHILL COLLEGE

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Institutional Goal:
Improve student success; and
Improve the outcomes of vocational students.

Workgroup Objective
Improve the visibility and functionality of the Workforce web page at http://www.foothill.edu/workforce/

Target Summary	☒ Completed	☒ In Process	☐ Not Initiated
Update the page to have all workforce/CTE programs listed with links to the contact person in the program chosen. Work with the webmaster to provide easy access to all students seeking a workforce educational plan.			Explain:

Successes	**Challenges**	**Resource Planning Review**
● Programs that have been deactivated identified ● Contact info has been confirmed	● Finding open space at http://www.foothill.edu/index.php	Cost(s) $_____ ☐ Financial ☐ Personnel ☐ Technology ☐ Time ☐ Other _____

Progress Indicators (Metrics Update)
● Accurate listing of all workforce/CTE programs currently at Foothill – in progress
● Accurate contact info for each program – completed
● High visibility for prospective students at http://www.foothill.edu/index.php - in progress

References & Notes	**Workgroup Participants**
	● Bob Cormia, Faculty Tri-Chair ● Charlie McKellar, Classified Tri-Chair ● Reg Duhe, Director of Business & Education Partnerships

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Institutional Goal:			
Improve the outcomes of vocational students.			

Workgroup Objective
Continue to verify and improve the use of Perkins funding at Foothill College.

Target Summary	☒ Completed	☒ In Process	☐ Not Initiated
Verify advisory boards for all Perkins funded programs, continue to Improve allocation process and increase training related to Perkins funding			Explain:

Successes	Challenges	Resource Planning Review
● Allocation process completed ● Program Review data used in allocation process	● None!	Cost(s) $_____ ☐ Financial ☐ Personnel ☐ Technology ☐ Time ☐ Other _____

Progress Indicators (Metrics Update)

● Closely monitor Perkins expenditures to assure all funds are spent within acceptable time lines and within proper object code allocations

● 100% identification of all advisory boards and its membership for CTE programs. (in progress)

● Program review data used in review of all Perkins allocations.

● Allocation process completed before March 2013, all Deans reporting use of Perkins funds.

References & Notes	Workgroup Participants
	● John Mummert, VP of Workforce ● Charlie McKellar, Classified Tri-Chair ● Bob Cormia, Faculty Tri-Chair

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Institutional Goal		
Improve student outcomes and close the achievement gap		

Workgroup Objective
Increase the number of students from all student populations on the pathway to transfer*.

Target Summary	☒ Completed	☒ In Process	☒ Not Initiated
● Host six information sessions or practicums (two a quarter) regarding student success and transfer; program participants will be surveyed about enhanced awareness of transfer and success issues, specifically identifying any changes in knowledge, skills or behavior. ● Inform campus community regarding data related to transfer-level course progression (e.g. English 209 to 1B, Puente and English course taking patterns) as part of at least one information session or practicum.		Analysis of course success rates by ethnicity (examining other transfer-level courses beyond Math and English)	Explain: Analysis of Puente and English enrollment/course success tracking will be conducted next year as Puente students are enrolled in pilot year of Integrated Reading & Writing (IRW).

Successes	Challenges	Resource Planning Review
● Analysis of students who begin in English 209 in F07, their initial Math placement, and whether they successfully complete English 1A by S10. ● Analysis of course success rates by ethnicity (placement and instructional method focusing on gaps).	● Determining actionable items ● Meeting attendance ● Culture of transfer already fairly saturated and supported	Cost(s) $_____ ☐ Financial ☐ Personnel ☐ Technology ☐ Time ☐ Other _____

Progress Indicators (Metrics Update)
● Sponsored four information sessions/brown bags: Oct. 10 "Owning Student Success", Nov. 28 "Follow Up Discussion", Jan. 23 "Priority Registration - a Conversation", May 8 " An Opportune Time for an Identity Crisis"
● Collected data under-represented students on pathway to transfer: Findings indicate: 1) Out of the cohort of students who took ENGL 209 for the first time in F09 and completed the sequence (success in 1A) by S12, 81% completed during F09-F10, suggesting that if intervention is to occur, it should occur during the first academic year, and 2) Among F11 and F12 first-time new students with Math and English placement, a large number of Latino students are placing below college level in both subjects so early, targeted interventions for both subjects should be considered.

References & Notes	Workgroup Participants
* The pathway to transfer is defined as a student taking transfer-critical courses, one each in Math and English/ESLL and a SEP with declared goal of transfer. ● Goal of information sessions or practicums is to increase awareness through dialogue, to help create a culture of transfer through increasing awareness, promoting action, increasing transfer (AAT).	Maureen Chenoweth, Classified Tri-Chair Bernie Day, Faculty Tri-Chair Elaine Kuo, College Researcher Paul Starer, Administrative Tri-Chair