



FOOTHILL COLLEGE

COLLEGE ROUNDTABLE

ROOM 3401

March 21, 2007

Present: Abbey Brown, Sid Davidson, Anika Dodds, Confiance Dukunde, David Garrido, Ach'-sah Harris, Mary Hawkins, Andrew Horng, Christine Mangiameli, Patrick Morriss, Jay Patyk, Janet Spybrook, Lettie Serna, Roberto Sias, Gregory Stoup

Guest: Rosemary Arca, Tobias Nava, Bill Zeigenhorn, Ken Horowitz, Long Tran, Nicole Gray

The President called the meeting to order at 1:35 pm.

Opening Hearings – Horowitz requested information about graduate and transfer rates for Foothill College athletes.

Patz said that Ron Oburn had prepared transfer numbers, and she will present them at the next meeting. She also stated that on May 2nd there will be a Transfer Presentation by a guest from San Jose State University. Patz will find the information about the athletes once they transfer and how they are doing at the universities. There is a student recruitment and retention presentation on May 16th.

Review of minutes from previous meeting – February 21, 2007 Completed.

Faculty Positions – Patz said that the search for the Director of the Career/Transfer Center was unsuccessful. Two counselors are interested in doing half the position. One is interested in transfer and the other is interested in career. Patz said that they are thinking about changing the the vacant FTE into a regular counseling position and have the career and transfer duties be fulfilled by existing counselors.

Hawkins wanted an update on the President search. Patz said that next Wednesday, Martha Kanter will be emailing her recommendation to the board to the campus community.

Mangiameli asked if the only site visit will be for the recommended candidate. Patz's said yes.

Presentation: Basic Skills - Math

Nicole Gray, math instructor, presented an update on the Math My Way program. Basic Skills falls into a couple categories. 1) Some students need a couple of things to be filled in 2) Some students need extensive learning. We started with a program to support students in both Math 230 and 231. This support has students in 10 hours of math Monday thru Friday from 1000am – 1150am. They are mastery based programs for Arithmetic and Pre-Algebra. The course content is divided into 10 modules.

Modules A is whole numbers

Modules B is fractions

- Students need to pass two modules to get alternative credit.
- Students need to pass all 10 exams and the final to get to Math 101
- Student must complete all requirements before taking exams. This includes homework from

textbooks, worksheets and computer assignments (ALEX).

- Students need 87% to pass the exams and 80% to pass the final.
- Students are allowed to retake exams as many times as needed (The record is 10 retakes). Every student who has taken the final exam has passed on the first time.

The math instructors worked with counselors and ALD to help with students because the instructors have been detecting various learning disabilities among many of the students.

Results from Fall 2006

- What would have happened without Math My Way. (Three sections of 250). 2 section of Math 200 (60 students) 24 withdrew, 6 with D grades, 20 with B and C grades, 10 with A grades.
- Math My Way – Section of 230 (154)
 - 39 withdrew,
 - 84 alternative credit (17 students finished with 7 or more modules).
 - 11 completed all 10 modules. The results are similar but we have more students around.
 - 20 students failed to complete 2 modules in 11 weeks.

Where are the 20 students now?

- 11 are in Math 101.
- Of the 20 that failed 14 of the students returned.
- Of the 39 students that withdrew 14 came back.
- 84 received alternative credit,
- 4 went to Math 101
- 53 went to Math My Way
- 11 of student not sure

Presentation: Basic Skills - ALD

Janet Spybrook said that ALD has collaborated with the math department. One day she was able to sign-up 26 students for tutoring. So, the Math My Way program definitely works and has had great success. ESL has put a new link on the Foothill College website. The link can be read in Spanish. The link tells students what to do when coming to Foothill College.

There are three steps:

- Application
- Placement Test
- Registering for classes

Rita Wong said it has increase students communication with Foothill College. The links also shows ESL faculty. Wong identified one problem; the Placement Exam is computerized and many of the students are not computer literate. Rob Johnstone received a grant to study basic skills statewide. Foothill College has 75% to 80% students at Basic Skills. To receive the money we need to complete a self assessment by December. The state chancellor's office has adopted a uniform placement test be used by all California community colleges by Fall 2007.

Patz gave thanks to the Basic Skills presenters for their presentations.

Horowitz wanted to know if any students were being turned away because we are offering so many basic skills classes.

Morriss said that the Math department is meeting the demands of the students. No students are being turned away.

Davidson wanted to know the advantages and disadvantages of the Math My Way program.

Gray said that the advantage is to students who need help in their other courses, other departments are aware of the program and know that students can get help.

Mangiameli wanted to know if we could put a limit on the recency of 5 or 7 years of how long ago a student took a math class.

Serna said that the recency comes down to individual program requirements.

Presentation: Segmentation Information by Greg Stoup
FHDA Enrollment Profile Analysis of Five Year Trend

Four Segments

2. Single Course Taker
3. 2+ Courses, Degree Holders
4. 2+ Courses, HS Grad Visa Holders
5. 2+ Courses, HS Grad US Citizen

- Although all four segments measured for Fall 2005, the absolute decline in Seg-2 & Seg-5 was quite modest. Those two segments were down by a mere 37 students (0.7%) combined.
- DeAnza College decline significantly in Segment 4, but Segment 5 increase so it offset the decline in Segment 4.
- Foothill College's 5 year trend had modest growth in Segment 5, Segment 2 is rising and Segment 3 and 4 are on a downward trend.
- Segment 4 has displayed consistent declines since F2002 but the rate of decline slowed lightly this year, consistent with the broader national trend
- DeAnza College 5 year trend is similar to that of Foothill College.

- Comparing Foothill and DeAnza for the single course taker both went on a downward trend, but Foothill recovered DeAnza did not.
- Segment 2 levels dropped considerable in 2004 at both colleges.
- Both colleges have seen segment 4 levels decline steadily over the last five years.

Demographics Shift

- 30% of the student population for single course takers is less than age 20. The campus population is getting younger.
- Ethnicity remains that same for both campuses. Both campuses have a 27% of unreported.
- Both campuses are on downward trends for adult learners. They are down to about 200 students.
- Both campuses are on downward trends for 2+ course takers. Permanent residents are declining and have been for a couple of years.

Other Trends

- **Student population is getting younger.** The fastest growing Foothill demographic are students 19 & younger. This is part of broader demographic shift underway throughout the Bay Area.
- **Day class enrollments** have been rising for the last two years while evening enrollments have been on a slow decline since 2000.
- Enrollments among student with **transfer goals** account for a growing share of college enrollment.
- A trend toward a younger demographic could foreshadow future growth in our Gen Ed students but currently it is primarily driving growth in single course takers.

- The shift toward more day classes may also be a consequence of the college's transition toward a younger student population.
- The growth in students with transfer goals is concurrent with rapid growth in Special Admits & modest in HS Grads

Brief Look at Enrollment Trends by campuses and location

- Both On-line and Off-campus enrollments are well above their 2002 levels. The decline in main campus enrollments has stabilized while Middlefield continued to decline.
- Since the drop off in 2004 De Anza enrollments are undergoing a similar trend, with growth limited to students who don't visit the campus.
- There is no evidence of Foothill students increasingly taking more courses at De Anza.
- Students taking on-line courses as a supplement to their traditional courses. Low persistence among on-line only course takers suggests that this growth is being driven by new students & is perhaps less sustainable.

Meeting adjourned at 2:57pm.