



**FOOTHILL COLLEGE**  
**Learning Community Meeting**  
**Thursday, November 10th, 2016**  
**MEETING MINUTES**

ITEM	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	3:00-3:05	Introduction	Kuo	Discussion
2	3:05-3:35	Winter Quarter Registration	Kuo	Discussion
3	3:35-4:00	Administrative Support for Learning Communities	Kuo	Discussion

**PRESENT:** Jue Thao, Tess Hansen, Angel Tzeng, Elaine Kuo, Tracee Cunningham, Kimberly Escamilla, Samuel White, Voltaire Villanueva, Susie Huerta, Donna Miranda, Andrew LaManque, Paul Starer, Lori Silverman, Kurt Hueg, Simon Pennington, Carolyn Holcroft, Kelaiah Harris

### **(1) INTRODUCTIONS**

Attendees introduced themselves.

### **(2) WINTER QUARTER REGISTRATION**

The deans, and learning community coordinators and affiliates, were brought together to discuss winter quarter registration regarding best practices to register students and the process for determining closed/open sections for learning community courses.

There has been limited communication between the deans and the learning communities regarding the process of determining open/closed sections. It was stressed that prior to registering students, deans will first need to know if the cohort sections will be closed or open. In fall 2016, some cohorts ran closed sections, while others were open; however, there was no clear communication or standardized process. [Note: Puente has historically run closed courses for their ENGL pathway (1s/242A, 1T/242B) and CNSL courses (CNSL01).]

Last year the college made a commitment to support the learning communities by running closed sections for the academic year. This year the college faces challenges with enrollment and productivity, and there is pressure to use resources to the best of the college's ability, which affects the availability of open or closed sections. The deans are supportive of the learning communities; however there is some concern that small class sizes may result in an unsuitable use of resources. For example, if there are 8 learning community students enrolled in one section and the seat count is 20, it may not be advisable to run a closed

section. These concerns will need to be addressed by the learning communities and the deans before agreeing to run a closed section.

In fall 2016 quarter, some cohorts used an A&R representative to register students during orientation. The process was labor intensive due to the amount of students attending orientation. Strategies to organize and facilitate the registration process were discussed.

Historically, an A&R representative would enroll the students into the required courses (see Puente), but this has led to liability concerns as students would contest their enrollment or drop in the course, or demand a refund.

Going forward, Nazy Galoyan would prefer that A&R no longer be responsible for enrolling students into the courses due to the above-mentioned liability and staffing concerns. This leaves two registration options:

- A. Learning community sections are closed and students are flagged in banner as being part of a cohort. Nazy will link that identification to allow students to individually enroll him/herself in the cohort sections. However, this process may be less controlled as it theoretically allows for students to enroll in any of the cohort's course (and perhaps not the appropriate ones given their pathway). Students will need to be followed up to ensure they register for the appropriate courses.
- B. The sections will be open and learning communities can host workshops for enrollment. A time and date will be arranged for students to meet in a computer lab and an A&R representative will be present to authorize students' enrollment in the appropriate sections. This ensures a controlled enrollment process in which students are only enrolled in classes listed on their educational plan.

The learning communities discussed it is best to have some form of supervision regarding student registration. There is some concern that if Option A is chosen, students may register for the wrong class, thus it is not the preferred method. Option B would be a more controlled method; however, it may be a challenge to gather all the students in one location outside of class and not preferable given the amount of time it would take away from instruction.

To address A&R concerns with liability, learning communities created a form outlining the student's commitment to the program, including the required courses for the academic year. For example, Umoja provided a form outlining the student's commitment and guidelines to the Umoja program for the 2016-2017 academic year. Students are required to sign the document and commit to the program in order to be considered a Umoja participant. Therefore there was an inquiry about whether it would be possible for A&R to register all students for the next subsequent course(s); however, the concern was about how to deal with students who drop or do not pass their fall courses.

In any case, more communication is needed between the learning communities and the deans to efficiently coordinate the registration process. For winter quarter, the learning

community sections will remain closed and the seat count will be set to 0. The enrollment for each closed section should meet at least half of the required seat count. Sections that do not meet these conditions will need to be discussed with the learning community, respective deans, and VPI to consider opening the section.

Andrew LaManque will speak with Nazy to determine the best strategy to enroll the students and, while Nazy is out of the office, he will notify Kent McGee of the process. The learning communities will be notified once the registration process has been determined about the next steps.

The Equity Programs Office will coordinate meetings with the learning community cohorts and the deans once a quarter to discuss providing open/closed courses. The meetings will be scheduled the beginning of every quarter to allow enough time for preparation. The next meeting will be in January (third week of class).

Additionally, all the learning communities will continue to meet at least once a quarter (with facilitation and coordination provided by the Office of Equity programs).

### **(3) ADMINISTRATIVE SUPPORT FOR LEARNING COMMUNITIES**

Attendees briefly discussed the learning communities need for administrative support in regards to the previous discussion of the registration process. A&R cannot provide a dedicated staff member to individually enroll students for each quarter; neither can the learning communities provide a person responsible for this task. Coordinating tasks such as these require a dedicated person. Currently the Equity Programs Office does not have the capacity to take on this responsibility.

There was a suggestion to discuss the need for a coordinator position with the President's Cabinet and the SEW to determine if this position is viable. The learning community course schedules are completed for the 2016-2017 academic year and this challenge will more than likely reoccur in future quarters.

The discussion of providing administrative support for the learning communities will be continued at the following meeting.