FOOTHILL COLLEGE
Learning Community Meeting
Friday, December 9th, 2016
MEETING MINUTES

LOCATION: Altos Room 2019
TIME: 3:00PM – 4:00PM

ITEMS	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	3:00-3:20	Academic Support for Shared Space	Kuo	Discussion
2	3:20-3:40	Administrative Support for Learning Communities	Kuo	Discussion
3	3:40-4:00	~~Winter Quarter Activities~~ *Postponed*	Kuo	Discussion

PRESENT: Jue Thao, Elaine Kuo, Kimberly Escamilla, Samuel White, Donna Miranda, Kelaiah Harris, John Fox

ANNOUNCEMENTS
a) The meeting minutes from November 10th were approved by consensus.

b) The meeting to follow up on the discussion regarding student registration process and open/closed sections has been scheduled for February. The meeting invitation has been sent out to the learning community coordinators, the instructional deans, representatives from A&R, and the Acting VPI.

c) The meeting to discuss registration for fall 2017 quarter will be scheduled in early May.

(1) ACADEMIC SUPPORT FOR SHARED SPACE
In October, Thuy Nguyen scheduled a Student Success Collaborative meeting with the learning communities to discuss the shared space at the CAP center, and the value and importance of building community. Thuy encouraged the learning communities to consider providing intentional academic support within the shared space.

To follow up with this discussion on intentional academic support, Elaine Kuo presented a document displaying the interaction between students and Foothill College similar to that of an ecosystem. Students are at the center of the ecosystem and are surrounded by the learning communities. Students will interact directly with learning community programs, such as Puente, FYE, and Umoja, to receive guidance on how to navigate the college and

locate available resources. Outside of the learning communities is the greater Foothill College community. The students' interaction with Foothill College will prepare the students for the larger community outside of Foothill.

These different levels identify the nature in which students connect with the equity efforts at Foothill. At some point, all learning community students will cross these borders. Students will engage in different environments and will learn to successfully navigate Foothill College. Ideally, students will leave Foothill and navigate successfully into the community.

Aside from building social and academic support, the idea of shared space also consists of broadening the students' environment and providing them with a skill set that can be utilized outside of Foothill. The learning communities should consider how to bridge these layers intentionally using the shared space. So far, the programs have identified how the shared spaced can be used for social components; however, Thuy is interested to hear about potential activities for intentional academic support components.

The learning communities reported that there have been some challenges in sharing the CAP center space. Initially, students were told they would be able to print if needed; however, students reported that they are only allowed to print one page. Students also expressed that the space is not conducive for studying and have found it difficult to integrate themselves in this area due to cultural climate challenges. As a result, learning community students are no longer going to the CAP Center. Elaine will share the learning communities' feedback on the shared space with Thuy.

Printing is a primary barrier for students and prevents students from accessing assignments. Although this is not directly related to Thuy's idea of tutoring and educational planning for intentional academic support, it is still a high priority for the learning communities and the students. The college should consider strategies to eliminate this barrier or try to improve access. Elaine will look into possible solutions; however, providing access to free printing can be challenging as it requires collaboration with multiple entities, while remaining mindful of institutional, district and state policies. Basic skills funding and the STEM Center, the latter which provides free printing to STEM students, may be possible resources to explore.

It is important to identify student needs in order to create a space for the students. Elaine recommended performing a needs assessment survey or a focus group to identify what academic component students would like to see in a shared space. Some members of the learning communities expressed their concern that the college will not be able to deliver on the needs of the students, similar to the book voucher program. In fall quarter, all learning community students were offered book vouchers, but the voucher program was revised for winter quarter to prioritize students enrolled in Engl 209 and Math 220. The learning community students may have expected to receive vouchers for the academic year. The members of the learning communities expressed that the voucher program eliminated a significant barrier for students and was a needed resource that is no longer available.

As noted in previous discussions, the college is debating the current voucher program and would like to create a more sustainable program, one that would ideally serve more students (more than the roughly 150 learning community students). Additionally, there is a larger systematic issue regarding the logistics and operations of the voucher program. If purchasing textbooks is a primary barrier for students, Elaine suggested that students in need of financial assistance be referred on a case-by-case basis to Angel Tzeng, who is coordinating the voucher program in winter quarter.

Roughly 70% of students took advantage of the vouchers offered in fall 2016 quarter. This discussion focused on how some learning communities have found the bookstore and the SMART shop to be a barrier for students as they reported that some students were turned away at the bookstore due to possible miscommunication regarding eligibility. Some of these students were too embarrassed to return to the bookstore for their voucher or failed to notify faculty. Additionally, students faced challenges trying to receive an Owl Card. The learning communities would like to address these challenges in an effort to prevent this in the following quarters.

Before students are directed to Angel, they will first need to seek assistance from EOPS and financial aid. If students do not qualify for these programs, Angel will need to verify student eligibility with April Henderson and Kevin Harral. The criteria and procedure for referring students on a case-by-case basis will need to be discussed with Angel. Elaine will verify the logistics of this process with Angel and a follow-up email will be sent to the learning communities.

There was a suggestion to create a peer mentor program where students can work one-on-one with each other, serving as a guide to academic success. This could be an activity to provide intentional academic support. The mentors would preferably be alumni of the learning communities.

De Anza offers a mentoring program called LEAD and the mentors are embedded in the classroom. Mentors help build community and assist students in accessing campus resources. Embedded mentoring is an option that the college can consider; however, the learning communities will need to be clear on the expectations of shared space and what the ideal space should look like. Before students are asked for potential ideas of a shared space, the learning communities would first like to identify an available space for students. Some components that the space should include are access to counseling, mentoring, and instructors, as well as a place to socialize (similar to how STEM Core was designed with an embedded tutor).

Umoja partnered with Owl Scholars and offered a workshop to assist students with academic support. The workshop was successful and learning community members suggested it was highly beneficial. Activities such as this can be instituted as a formal practice for all sections within the learning communities.

There is also the possibility of having an embedded tutor in specific learning community sections for the remainder of this year. If the college does grant embedded tutoring in

specific sections, then embedded tutors should be encouraged to hold more workshops throughout the quarter. Faculty should also consider creating an expected cultural practice in which students are required to participate in workshops if they are in a learning community.

A peer to peer mentor program may be more beneficial as students may feel more comfortable discussing issues and asking for help from other students. Unfortunately, the college does not have the capacity to create a mentor program by next quarter as there are multiple systematic and logistical issues that will need to be discussed. In the interim, Elaine can work with Katie Ha and discuss the possibility of the embedded tutoring concept.

(2) ADMINISTRATIVE SUPPORT FOR LEARNING COMMUNITITES
Members of the learning communities expressed that they would also like to explore alternatives for funding. Currently, FYE and Umoja receives funding from equity funds, but ideally it would be best to receive funding from multiple sources. There was a suggestion to team up with De Anza and have a fundraising event. Students may want to participate and enjoy being involved in fundraising. The learning communities should also look into educational grants like TRIO and explore the possibility of BSI funding. Learning communities can also consider sending a request to the FHDA Foundation asking a donor to donate money but a specific purpose or outcome will need to be identified. Elaine will discuss this option with the Office of the President.

At the following meeting in late winter, the learning communities will address recruitment and evaluation strategies.