



FOOTHILL COLLEGE
Learning Community Meeting
Friday, February 16, 2017
MEETING MINUTES

LOCATION: President's Conference Room (1901)
TIME: 12:00PM – 1:00PM

ITEMS	TIME	TOPICS	EXPECTED OUTCOME
1	12:00-12:20	Spring Registration	Discussion
2	12:20-12:40	Course seat count for spring	Discussion
3	12:40-1:00	Recruitment update (including faculty role in recruitment)	Discussion

PRESENT: Jue Thao, Elaine Kuo, Donna Miranda, Kelaiah Harris, John Fox, Kurt Hueg, Tess Hansen, Leticia Serna, Simon Pennington, Voltaire Villanueva, Tracee Cunningham, Andrew LaManque, Nazy Galoyan, Lori Silverman, Joy Holland

1) SPRING REGISTRATION

The meeting followed up on spring registration for the learning communities. March 1st is priority registration and an established process is needed to begin enrolling learning community students. The SEW has approved the funding request from Admissions and Records to have a TEA for the remainder of the year to assist Nazy Galoyan with the registration process. There has been some discussion between 3SP and SEW on the possibility of hiring a learning communities coordinator. This discussion will be brought to the President's Cabinet in early March. Pending the approval of the President's Cabinet, the college will begin to move forward in the hiring process.

In the interim, the TEA will assist with spring registration. The intent of this discussion is to create and document a standardized process for the learning communities to follow. For winter quarter, Nazy and her staff manually registered each learning community student into the appropriate course. There were some challenges in this process such as repeatability, incomplete applications, drops for non-payments, and scheduling conflicts with other courses. This process resulted in constant communication between Admissions and Records staff and the students; however, it also ensured that students were enrolled in the appropriate course.

The learning communities will need to consider the advantages and disadvantages of Admissions and Records registering the students versus the students registering themselves. Having Admissions and Records register students may not be the best long term solution

and ideally, students should be responsible for their own course registration. As the TEA will be able to provide more assistance and help tremendously with staffing, it may be best to continue with the same registration process from winter into spring; however, going forward the learning communities will need to establish a standardized process for the following year that does not rely on Admissions and Records as directly.

The TEA will provide assistance until June, and this provides an opportunity to get a sense of how much time is required for registration. If the learning communities' coordinator is responsible for registering all the learning community students individually, then the position will have limited capacity to support other activities. For example, staff allocation of time on the registration component could result in other activities such as recruitment receiving less support; therefore, it is essential to think broadly on how to encourage, facilitate and support students taking ownership of their own registration process, which will also establish student-level commitment to the program.

There was a suggestion to have a session on registration during the learning community orientation. There is a learning curve for first time college students on navigating online systems such as CCAApply and MyPortal. Having a representative guide students through registration may solve this challenge.

The learning communities can also include Counseling 55 as a required curriculum component to teach college success strategies and perhaps reinforce student role and responsibility as related to registration for classes. The learning communities' coordinator and an Admissions and Records representative could also show students how to register for classes and provide additional support. FYE discussed setting time aside in the classroom to have an Admissions and Records representative guide students through the registration process. John Fox will reach out to Nazy to schedule a workshop. If the learning communities are considering expansion, this option should be taken into consideration. Elaine will send a draft write up based on FYE's (proposed) process and send it out to the larger group for feedback. Ultimately, a document will be created that documents how registration process among the learning communities occurs.

In the winter, Kelaiah Harris provided a template for each learning community with the course, CRN, and section number assigned to the program. The learning communities used the template to indicate which courses students should be registered in for the following quarter, and this completed template was sent to Admissions and Records. Students to be enrolled in open courses, such as those in the Math department, were responsible for registering themselves in the particular course. As registering students too early may affect some of the students who encounter issues with drop for nonpayment, the group discussed it would be best to register students after the second drop for nonpayment date for spring quarter, so student registration will most likely occur after March 29th. Athletes and financial aid students will need to be registered as soon as possible due to the BOG waiver. The learning communities will be responsible for identifying these students so the TEA is aware of which students need immediate registration. An additional column can be added to the template to identify these students. The group briefly discussed the option of using the

cohort code to register students; however, the codes will need to be updated consistently to ensure this process is efficient.

The TEA will take care of registration for spring quarter, but it is important to determine a standardization whereby all processes for registration are consistent for the students. This will ensure the process is efficient.

2) COURSE SEAT COUNT FOR SPRING

The group addressed the enrollment restriction on the courses and whether sections will be open or closed to the general student population. Ideally, the learning communities would like to have all sections closed for spring except for those in Math.

If the learning communities are unable to have closed sections due to low enrollment, the group discussed ensuring that the learning community students are enrolled into the course prior to the sections opening to the general public. Typically, in order to run closed sections, nearly half of the max seat count must be met. If the deans lower the seat count, Admissions and Records can have a group registration before the seat count is raised.

FYE students on the math pathway were responsible for registering themselves for their corresponding math class in winter quarter, but when the students were asked to register, some did not complete the registration and therefore lost their seats in the course. In order to accommodate the FYE students, the students were added into the section and the instructor had to teach more than their regular load. If students are left with the responsibility of registering independently, there is some concern that this situation will be repeated. For spring quarter, Jue Thao will register the Math students to ensure that they are enrolled in the course. But since the spring math course requires a prerequisite, Jue cannot confirm if students will pass until the end of the quarter, therefore if she registers the students there is potential for drops, so deans will have to reserve seats until March 29th when all learning community students will be registered. If the class does not reach capacity then the seat count can be increased to allow for general registration. As Admissions and Records will be registering the students for spring, Nazy has also agreed to raise and lower the seat count for the learning community sections.

Umoja, FYE, and Puente will determine if the seat count for their sections reaches close to 20. If this is met then the sections can run as closed; however, for sections that have a higher seat count and the enrollment is not met, this will require additional discussion with the Dean and the VPI.

Therefore, if the learning community students are registered in a section that does not enroll at least half of the max seat count, Admissions and Records will raise the seat count and open the section. Although there is a pedagogical concern of interrupting the cohort by opening the sections to the public, there is also the concern that maintaining closed sections with low seat counts limits the ability to impact a larger student group. The college is committed to supporting equity and the learning community students and will continue with the closed sections based upon the standards stated above.

Previously, there was an open FYE course that enrolled FYE and non-FYE students (Art History). The instructor, Simon Pennington, reported that the class consisted of a lot of work on the instruction side and may not be the best solution for sharing resources. As the learning communities continue to move forward, there was a suggestion to consider opening a GE course for all learning community students, in which FYE, Puente, Umoja and STEM Core students can register for the same section.

RECRUITMENT UPDATE

The learning communities' coordinator will not be hired in time to assist with recruitment for the upcoming academic year, and the administration is mindful that recruitment is not written in the job description for counselors and faculty. It will be best if the learning communities can centralize a recruitment method. Andrea Hanstein will attend the learning community meeting on Monday, February 27th to discuss the timeline of outreach events. Learning communities can meet with Marketing/Outreach independently to collaborate on recruitment materials.

Marketing/Outreach will support the recruitment efforts so the responsibility does not fall solely on the faculty and counselors. Once the learning communities' coordinator is hired, their tasks will include supporting recruitment and outreach, this will assist in establishing a practice in the event of more learning communities emerging. Andrea has limited staffing, so in order to correctly process the students who are recruited the learning communities will need to collaborate with Andrea.

Lan Truong is willing to compensate learning community counselors to participate in SOAR and some high school recruiting events. The role of recruitment for faculty has yet to be identified, in the past John did recruiting for FYE and was compensated by equity funds. The learning communities emphasized the importance of having a learning community representative to recruit students. Recruitment efforts are likely to be more successful when students can associate a face with the program, thereby creating consistency for the students.

The goal of providing support for recruitment is so that it is not consuming a majority of faculty and counselors' time. The learning communities expressed that providing equitable reassign time for all programs, 50% for counselors and 30% for instructors, will eliminate the challenge of seeking support and will also increase retention for recruitment. Note that Puente, FYE and Umoja counselors all have at least 50% reassign time allocated this year. Counselors work with students throughout the life cycle of the program, therefore it's important for the counselor to be present during the recruitment process. Puente's MOU identifies that the role of the counselor includes recruitment efforts and for STEM Core, Donna Miranda supports recruitment as the program coordinator. Learning communities are high touch programs and the college should be mindful to maintain the high touch component.