



**FOOTHILL COLLEGE**  
**Learning Community Meeting**  
**Friday, February 27, 2017**  
**MEETING MINUTES**

**LOCATION:** President's Conference Room (1901)  
**TIME:** 3:00PM – 4:00PM

ITEMS	TIME	TOPICS	EXPECTED OUTCOME
1	3:00-3:05	Winter and Spring Quarter Activities Update	Kuo
2	3:05-3:15	Book Voucher Update	Kuo
3	3:15-3:30	<del>Embedded Tutoring Update</del> <i>POSTPONED</i>	Kuo
4	3:30-3:45	Marketing and Recruitment Needs	Kuo
5	3:45-4:00	Mentoring Program Development and Requirements	Kuo

**PRESENT:** Elaine Kuo, Donna Miranda, Kelaiah Harris, John Fox, Tess Hansen, Voltaire Villanueva, Sam White, Andrea Hanstein

### **1) WINTER AND SPRING QUARTER ACTIVITIES UPDATE**

The Equity Programs office can provide support for upcoming learning community activities for winter and spring quarter. If the learning communities wish to have support they are encouraged to notify the Equity Programs office. FYE will be having an end-of-the-year celebration and are considering activities that coincide with upcoming heritage months. Last week FYE had a field trip to tour the UC Davis campus and they expect to have more field trips next quarter.

STEM Core will be touring the UC Berkeley campus and the Tesla Motors Factory before the year ends. These activities are open to students outside of STEM Core. The grant can provide funding for these students only if they show a strong interest in engineering. This could provide an opportunity for collaboration with other learning communities.

STEM Core will also consider having an end-of-the-year ceremony to celebrate students completing the program. Last year FYE scheduled their celebration following Puente's celebration and both learning communities were able to share resources.

### **2) BOOK VOUCHER UPDATE**

Angel Tzeng collected and analyzed the book voucher data, which Elaine Kuo presented to the group.

<b>Winter 2017 Book Vouchers</b>				
<b>Programs</b>	<b># of Students in the cohort</b>	<b># of students eligible for vouchers</b>	<b># of students that redeemed the voucher</b>	<b>% of eligible students who redeemed their voucher</b>
Umoja	45	34	25	74%
FYE	54	39	29	74%
Puente	22	23	20	87%
<b>Total</b>	<b>121</b>	<b>96</b>	<b>74</b>	<b>77%</b>

For winter quarter, the eligibility requirements for learning community students to receive book vouchers included the following: 1) students must be enrolled in the learning communities' English pathway courses (ENGL 110, 12, and 1T), 2) students cannot be a current EOPS participant, and 3) if students were part of the learning community cohort but not enrolled in the English pathway, counselors can recommend students to Angel and Angel will verify students' financial need through EFC and financial aid status. This data was provided February 15<sup>th</sup> and therefore could be subject to change as students continue to redeem their vouchers.

There was a slight discrepancy with Puente's total number of students in the cohort and it was confirmed (by Voltaire) that Puente added additional students in winter quarter bringing the total cohort to 24.

The group discussed whether the book voucher program should be pursued for spring quarter. As the learning community students received vouchers for fall and winter, it may be a good idea to remain consistent and continue the voucher program for the remainder of the year. If the learning communities would like to pursue this option, they will need to discuss with Angel and recommend she submits a proposal to the SEW. They will also need to work with Angel so she might determine the parameters for student eligibility and the estimated cost for spring book vouchers. Elaine will inform Angel of the learning communities' interest in continuing the book voucher program next quarter.

As spring registration begins in March, the learning communities should identify the total number of students who will continue with the cohort. This information will assist Angel in calculating the book voucher expense for the funding request and assist Nazy Galoyan as she prepares for the learning communities' spring registration.

In winter quarter, learning communities picked the class they would like to serve for the book voucher program and students enrolled in the class were eligible for vouchers. There was some discussion on whether there is potential to expand the book voucher program for spring so learning communities would not have to pick a class to serve and could ultimately serve all students in the cohort; however, serving all students in the cohort may have budget implications depending on the cost of the course materials and the number of students. It

may be best to prioritize serving the English pathway to remain consistent with winter quarter and ask Angel to follow up with Justin Schultz and Romeo Paule to determine the budget implications of the book voucher program, such as if there are any funds remaining from winter, and the cost of spring quarter's course materials.

Some of the learning communities reported that students faced challenges receiving their books from the bookstore. Some of the bookstore employees were unaware of the book voucher program and turned away students. There were also instances of the voucher being applied to the wrong book. Separately, the turnaround time in which Angel sent student names to Romeo was also a barrier as some students were unsure of when they could retrieve their books. Going forward students should be better informed of the process. It may be helpful to create a document for students that briefly outlines the process and provides a step by step solution for the varying scenarios of retrieving a voucher.

As stated in previous SEW meetings, the book voucher program has not been used as it was originally envisioned and there was some conversation around developing a sustainable program if the college wishes to continue using book vouchers. There has been little conversation on determining the future structure of the book voucher program. As the learning communities prepare for next year, they may want to consider folding the voucher program into their budget. This would guarantee that the students in the cohort will receive book vouchers. The learning communities can meet with Angel to create a streamlined process and incorporate the book vouchers as a component of the program.

#### **4) MARKETING AND RECRUITMENT NEEDS**

Andrea Hanstein is willing to work with the learning communities on recruitment and outreach efforts. Outreach for high schools can begin at the end of May and early June at that time, the learning communities' materials will need to be finalized and printed.

There will be a regional college fair on Thursday, May 4<sup>th</sup> at Mission College. Andrea has registered Foothill for this event and learning communities are welcome to attend if they would like to use this as an outreach opportunity.

Marco Tovar is coordinating the SOAR events through student services. Last year some of the learning communities were able to participate in the event and recruit. This year Lan Truong is willing to compensate learning community counselors to recruit at the SOAR events. Elaine will follow up with Marco to see if he can provide more information on the schedule of the events and extend an invitation for him to attend a learning community meeting.

Every Wednesday, Kevin Luu from Marketing tables at a high school within the Foothill service area boundaries. If anyone in the learning communities are interested in joining Kevin or providing him with program materials they can contact him directly and copy Andrea. Please keep in mind that Foothill cannot advertise or outreach outside of the district service area unless invited by the coordinators or hosts of the event. San Mateo Community College District has strict rules regarding who can recruit within their service area boundaries. Some schools may be willing to extend an invitation if Foothill requests an

invitation to recruit. If the college has previously been invited to the high school to recruit then the learning communities are able to attend future recruitment events.

Gabriel Lomeli has been funded to do noncredit outreach in the community and he may be able to assist with recruitment efforts. Andrea suggested the learning communities contact Gabriel as he may be able to distribute learning community marketing materials during his recruitment events. Also, if he has attended a recruitment event at a particular high school that the learning communities would like to attend, they can reach out to Gabriel to confirm if there was a written invitation and pursue recruitment efforts.

If there is a specific high school that the learning communities would like to attend that are not within Foothill's service area and the college has not received a written invitation then the programs can email Kevin and request that he reach out to those schools. Andrea also emphasized that learning communities can recruit from within Foothill's service area, such as Fremont High School, for eligible students, especially as the student demographics may be a good match for the learning communities. Some recruitment and outreach efforts can also occur at the Sunnyvale Education Center.

Marketing is willing to help with creating or updating materials for the learning communities. Please note that brochures will require 4-5 weeks of lead time and flyers will require 3-4 weeks of lead time. Ideally, all recruitment materials should be ready by spring quarter. FYE will be meeting with Interim VPI, Andrew LaManque, to approve next year's curriculum on March 23<sup>rd</sup>. Pending approval from Andrew, FYE will finalize the curriculum and work with Marketing/Outreach to complete their recruitment materials.

Marketing/Outreach has been working on redesigning the college website. There has been some discussion of including a learning community webpage on the website. The webpage will be a general overview of the learning communities offered at Foothill and provide links to the individual programs. There will also be a calendar of learning community activities and events. The web redesign will allow programs to customize their webpage and their calendars. The new website launches in July, which will coincide with registration for fall quarter (beginning July 17<sup>th</sup>), and the transition should be completed by fall quarter. Andrea will return to the learning community meeting in the spring with Julie Ceballos to provide more information about the web redesign.

Marketing/Outreach is willing to support the learning communities' recruitment efforts, but the learning communities should also be mindful that Kevin is the sole staff member for outreach. Learning communities can consider if faculty, staff, or students are available to accompany Kevin in various outreach efforts. This could be beneficial because the faculty and counselors are the face of the program. Learning communities can also consider having current students accompany Kevin at recruitment events as this allows the opportunity for high school students to receive information directly from the students in the programs. High school college fairs and weekly tabling are found to be some of the best recruitment approaches because students become familiar with the representative, given his/her regular presence and, as a result, are more willing to seek information.

Andrea shared that brochures typically work great for parents, but students are more likely to respond to flyers advertising upcoming events. High school students are more interested in the activities that current Foothill students are attending. The learning communities can work with Marketing/Outreach to create flyers that includes such information. Since flyers are easy to update and have a faster turnaround time, the learning communities have greater flexibility to market their events. Andrea can also post pictures or publicize events and activities on social media. The student newsletter is published four times a year, Andrea suggested that the learning communities use this as an opportunity to include statements and testimonials from current students. Students can mention building relationships and connecting with other students in their statements.

Andrea suggested that student testimonials are one of the best approaches for recruitment. Additionally, the learning communities can include student testimonials on the new webpage. Even faculty can provide a short video about the program. Students also like to hear from the faculty.

Previously, FYE attended College Track to recruit students. This year FYE is considering recruiting through foster youth and home school organizations. Simon Pennington has been working on targeted outreach for home school students who are graduating. He suggested the cohort based model may be very appealing to students.

Most high school seniors have already decided on the college they will be attending by the time they graduate, so it is important to begin recruitment efforts early. The learning communities should have some marketing materials ready by the regional college fair on May 4<sup>th</sup>. If the brochures are not ready, then the learning communities should meet individually with Marketing/Outreach to at least create a flyer.

## **5) MENTORING PROGRAM DEVELOPMENT AND REQUIREMENTS**

Elaine met with Antoinette Chavez to discuss the mentoring program at the Campus Ambassadors Program (CAP). CAP is currently the only campus unit facilitating a peer to peer mentoring program. Antoinette has about 5 students participating in the peer to peer program at this time (who are matched to 5 student mentors). She matches students up based on their CAP application. She holds workshops, meetings, and team building exercises about once a month. The learning communities can consider building on the CAP center's mentoring program model or expand it.

Puente also has a mentoring program, but it is mentoring by professionals. Students can be matched with on campus faculty or staff, or mentors off campus. Mentors must have a bachelor's degree. Elaine and Voltaire Villanueva are working on institutionalizing the mentoring piece by looking to partner with interested organizations.

The learning communities can decide if they would like to build off of these pieces or offset these models. Another mentoring approach to examine is the De Anza's LEAD program. The LEAD program has embedded tutors in the classroom which could allow more access for students; however, student compensation will need to be determined. Elaine

recommended that students should be compensated for being mentors, but there are some challenges regarding the policies for hiring students. Student worker positions must be specific and unique to students only. Independent studies can also be considered as an option, in which case the student would receive credit for being a mentor. The learning communities can further consider these options.