FOOTHILL COLLEGE
Learning Community Meeting
Tuesday, June 6th, 2017
MEETING MINUTES

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

ITEMS	TIME	TOPICS	EXPECTED OUTCOME
1	12:00 - 12:10	Program Recruitment Update	Discussion
2	12:10 - 12:40	Course Seat Count for Fall	Discussion
3	12:40 - 1:00	Fall Quarter Registration	Discussion

PRESENT: Elaine Kuo, Donna Miranda, Kelaiah Harris, John Fox, Voltaire Villanueva, J.R. Jimenez, Tracee Cunningham, Lan Truong, Lori Silverman, Kurt Hueg, Jue Thao, Tess Hansen

1) PROGRAM RECRUITMENT UPDATE

The learning communities will recruit students from the SOAR events. Brochures should be distributed to Owl Scholars, EOPS, Testing & Assessment Center, and to Marco Tovar to include in the SOAR packets. Student Services is currently planning four SOAR events during the summer; the following dates are tentative and have yet to be confirmed:

- June 6th, 9am-3pm,
- ~~July 24th, 2pm-7pm,~~ [event cancelled as of June 26, 2017]
- August 22nd, 2pm -7pm
- September 11th, 2pm-7pm

Student Services anticipates roughly 125 students will attend the June 24th SOAR event. During lunch, the learning communities are welcomed to table. Following lunch and after JR's presentation and video, the learning communities and the summer bridge programs are each allotted 5 minutes to present. The SOAR powerpoint presentation was circulated to the learning communities to finalize the programs' slides and was returned to Marco. The presentation time for each program may be subject to change, and Lan Truong will confirm with Elaine Kuo. The counselors are strongly encouraged to attend the SOAR event as a representative of the learning community program. Faculty, staff, and learning community students are also encouraged to attend.

Additionally, there will be an athletic event on August 14th for current and incoming athletes. The event is open to Student Services (EOPS, Financial Aid, etc.) and learning communities are welcomed to attend and recruit students from 11am to 1pm.

Another potential recruitment method is to collect data from the Testing & Assessment Center on students who place in the learning community pathway, the learning communities can then outreach to those students. Puente has used this method previously and experienced success in recruiting students. The Equity Programs office could support the coordination component by collaborating with Marketing/Outreach on the content of the email to ensure the language is clear and concise, providing a distinct summary to separate one program from the other, along with the curriculum outline.

This method would provide additional opportunity for the learning communities to recruit students and expand recruitment efforts beyond the SOAR events. The group briefly discussed potential timelines. Recruitment increases during the end of July to mid-August, therefore it may be best to outreach using this method between this time period. The learning communities can also create a "showcase/registration" event specifically for the recruited students and provide on the spot registration, which would be coordinated through Admissions and Records. As registration for first time new students opens on July 17th during the same time that recruitment increases, this event could be planned in July, or in August (in block 2 of the summer counseling schedule). Ideally, the earlier the students can register for the courses, the more beneficial it is for the student and the program.

This event would be planned on a different date from the campus SOAR events, so students would not need to be on campus all day. There were some concerns as to whether students would return to campus to attend and participate in this event. Students who are willing to commit to the program will return to campus for the "showcase/registration." Umoja, FYE, and Puente will discuss this event further offline.

2) **COURSE SEAT COUNT FOR FALL**
Typically, the learning community courses offer closed sections, unless the half of the seat count is not met. This is not so much of a concern for fall quarter as it is for winter and spring due to attrition. A draft flow chart was presented to the group in an effort to document previous practices to determine the process to identify if a section will be open or closed.

This year, the closed sections were based on the programs' ability to meet at least half of the seat count. However, this process does not account for all contingencies since some students have holds and cannot register right away, thus the programs do not have an accurate count of students until the week before the beginning of the quarter. The conversation to determine whether to run an open/closed section has occurred as needed, and the flow chart attempts to document the conversation for future reference.

As the college has made the institutional commitment to continue to run closed sections that only meet half of the seat count, it is noted that this decision prioritizes learning

communities' enrollment while running against other priorities, such as increasing productivity. There was some discussion regarding the pedagogical reasoning for closed sections and how it further substantiates the cohort experience and success of the program. Discussion continued regarding the potential of open sections, as these experiences could broaden the cohort's experiences. Closed sections are more of a challenge for the Business and Social Science (BSS) division, since the maximum seat count for the classes are typically set at 50.

There was a suggestion to reserve 10 spots for non-learning community students in the GE courses to ensure that the class would fill. Another suggestion included opening all program GE courses to the learning community students, thereby Puente and FYE students could register for Umoja courses (COMM4, PSYCH22, and ENGL 12) or vice versa. In addition, the learning communities could also consider revisiting the selection process for the GE courses. For FYE, courses are chosen according to faculty members who volunteer to teach the course. Umoja reviewed course success rates at the program-level based on disaggregated data for disproportionately impacted students. This selection process may vary for other programs; however, going forward in the course selection process, the instructional division deans (with the counseling dean included) should be included in this conversation and welcomed in the planning process. This approach could increase communication between the dean and the program, and ensure that an appropriate number of seats are reserved for learning community students.

3) FALL QUARTER REGISTRATION
Historically, learning community registration occurs at orientation; however, prior to this process some programs collected a list of students to be enrolled and worked with Admissions and Records to have the students individually registered. The learning communities should consider the process for fall registration.

There was another suggestion to have the students see a counselor to register. Since all counselors have access to register students, this would reduce the impact on the designated program counselor's load. Some counselors expressed an interest in having students register themselves. Should the programs choose to have students register themselves, all students will need to be flagged in banner prior to the start of fall quarter. However, as this field is also used to report to MIS, someone will need to be responsible for organizing this list after census. ETS can provide program-level access to this banner screen, but it will need to be monitored very closely if this screen will also be used to register students. There was another suggestion to close the class and use a process similar to an add code, but this places a constraint on when students can register for classes, as add codes are only available during the first week of the quarter and not before. Having students register over the summer has increased benefits, rather than waiting until Welcome Wednesday at the program orientation. Elaine and Nazy Galoyan will discuss potential registration methods that allow students to access courses, while remaining individually responsible for registration.

As for STEM Core, students will register themselves and Donna Miranda will confirm with faculty if the students have registered. The STEM Core curriculum offers open courses in

the PSME division; therefore, the dean is responsible for reducing the seat count and once all students are registered the seat count is increased.