**MLEA AGENDA**



# LPC Mission Statement

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students’ transfer, degree, and career-technical goals while promoting life-long learning.

# LPC Planning Priorities

* Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
* Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

# Committee Membership: 8 Quorum: 5

**Voting Members:**

Instructional Faculty (3)

Counseling Faculty (1)
Dean (2) Student Services and Academic

Tutoring Center Director or designee (1)
LPCSG Representative (1)

**Non-Voting Members:**

Chair
Director of Student Equity and Success
Director of DSP&S or designee (1)
Dean (1) Academic
Acad. Services Classified Professional (1)
Assessment Specialist (1)

**Math And Language Equity & Achievement Committee**

October 25, 2022| 3:00-4:30pm | 1641

**Agenda**

1. **Call to Order**

3:00 pm

1. **Review and Approval of Agenda and Minutes**

Chair reminded committee to review September minutes online: <http://laspositascollege.edu/mlea/minutes.php>

1. **Proposed Reorganization of Tutoring Websites—Jin Tsubota**

Jin noted that he determined that 77% of the current Tutoring website presents a barrier to accessing tutoring—the information is not relevant to tutoring, and there is not quick access to obtaining the service: <http://www.laspositascollege.edu/tutorialcenter/index.php> The genesis of having the map so prominent was from early 2022, when Jin was experimenting with getting students back into the Tutoring Center by framing it as a quiet place to study. Jin then presented an alternate design where there is a background photo of a tutor working with a student and a box to click that leads the viewer to Penji. However, this design would present barriers to ESL students because the connection between the box to click and the service, let alone the steps to access it, would not be clear.

He then explained that he showed this model to his student tutors, and they observed that it would be helpful to have more information, like a left-hand button saying “start here” and then boxes for tutoring in math, math concurrent support, and reading and writing. However, if this information was underneath the background photo and Penji button, students might not scroll down. Jin then showed the committee members a link to a Google sheets document that shows all the ways students can access different types of math support—tutoring, concurrent support, and Smart Shops—on a given day. This is a much needed synthesis of all the different services that students can potentially take advantage of but are difficult to access independently, especially on the spur of the moment. This page is chock full of information, however, and may feel like too much for some students.

The main challenge with all these ideas and with the current pages, is to design a website that works for different audiences and works on a laptop as well as a phone. Committee members suggested a number of potential edits related to being consistent with the style of other webpages on the LPC website: color of buttons, larger buttons with pictures as can be seen on the [VPSS website](http://www.laspositascollege.edu/studentservices/index.php), using the new, interactive LPC map, and making sure all is ADA compliant. Everyone thanked Jin for his innovative spirit and thought-provoking presentation.

1. **AB1705 presentations to Academic Senate, Math, Flex Day**
	* New mandate checklist
		1. Katie alluded to a new mandate that might trigger another revision of our GSP: any one of the following measures can raise a student’s placement—high school coursework, high school grades, high school GPA.
		2. Additional mandates include the need to “verify the benefit” of transfer-level English and math that does not satisfy a student’s degree (if we want to continue to offer them after July 2024) and the need to “examine the impact” of the first STEM calculus course and verify its benefit by spring 2025 (cannot offer if there is no clear benefit after July 2025).
	* Identified strategies to date—review of presentation to Senate and Flex Day presentation:
		1. Revising GSPs for math and English (done)
		2. Providing Emporium option for transfer-level math (done)
		3. Requiring concurrent support for math students in lower high school GPA bands (done)
		4. Running Persistence Project and embedded supports pilot in 1A and 1AEX (in progress)
		5. Developing new English co-requisite curriculum (NENG 205, which hit a road block after November memo, might be reimagined as an open-entry open-exit course that a student can move into once they have dropped that is variable unit, has no homework, and focuses on practice of academic skills and addressing of affective issues that have interfered with student’s success; NENG 215, an individualized tutoring support course; and NENG xxxx, a course on the craft of the sentence that covers “standard” English grammar as well as what Michelle Gonzales calls “Next Level” English, which honors all a student’s Englishes.) (in progress)
		6. Hiring replacement English Instructional Assistants (done)
		7. Revising ESL 25 and ESL 1A (in progress)
		8. Hiring ESL outreach position (done)
		9. Approving new LD specialist hire (done); hiring of said person (in progress)
		10. Developing of new statewide ESL assessments (in progress)
		11. Revamping of tutoring support websites (in progress, as noted above)
		12. Rebooting ESL program planning sessions (in progress, Gabriela assigned again to ESL population)
		13. Providing access to emergency withdrawal for students—amend Title V? Draw on AB1705 language that grants emergency withdrawal if a college’s efforts to mitigate “extenuating circumstances” including factors “beyond the control of the student” are “unsuccessful.” Students cannot be denied an EW “due to a college’s “inability to respond to the petition or provide sufficient assistance to mitigate.” (under discussion?)
		14. Creating student facing video that explain ABs, or at least students’ capacity to succeed with support, note data in script (not begun)
		15. Designing better technology infrastructure for math’s concurrent support to provide equity for students Zooming in (in progress, at least in terms of identifying problems)
		16. Funding English community of practice, 1A and 1AEX (in progress)
		17. Surveying of students in English and math (not begun)
		18. Contacting of students to re-enroll them, used in math SCFF project (done but has not been renewed); continued this semester with English student assistant (in progress). This seems like it needs to be part of our infrastructure, what with enrollments being low and pressure intensifying to have students complete their transfer-level coursework in one year.
		19. Considering competency-based models of delivering English and math (in progress: Katie has learned a bit from CCC Systems office webinar and emails with Jennie Graham, will research whether this is happening at CBE pilot colleges.)
		20. Rebooting educational assistance classes (research begun)
			1. These courses are still at Chabot, but Katie does not know if there is data that they are effective in helping DSPS students who need them. Do they lead to a basic skills certificate of some kind, if they do not help students complete transfer-level English? She will work with Chris and maybe Rajinder to contact Chabot to see if they have studied benefit of LNSK classes.
			2. Katie noted that we had similar courses at LPC, though the English department did not see them as well-aligned with English curriculum. She had assumed they were deactivated because it was assumed they would not be compliant with the new state directives that preceded AB1705. Joel did not know the details of why they were deactivated.
			3. Joel commented that it is tough to hire a person who meets the minimum qualifications for designing educational assistance courses.
		21. Encouraging students to stay in the class longer, even if they are not passing, because they will continue learning and be getting ready for the next attempt. (in progess, but note below)
			1. Joel noted, however, that the student needs to drop the course in time for registration so that they can enroll in it again.
			2. Katie noted also that she sometimes counsels students to drop so that they can work on their other classes and pass them. Spending a lot of time on English homework if the student has no chance of passing might not be the best use of time.
		22. Studying the benefit of embedding supports like tutoring, mental health, counseling. (in progress, English)
		23. Working with faculty in other disciplines to learn more about what they are seeing in terms of student math and English abilities and challenges in their classes, develop strategies to help them support students in tandem with math and English courses that students are taking, perhaps integrating some math and English content into their courses in a “just-in-time” way; requiring new math and English pre-requisites either impossible or unlikely (in progress for math; new strategy needed to accomplish this outreach/discussion for English—town meeting? One-on-one meetings?)
		24. Outreach to high schools with high school alignment meetings (in progress)
	* New strategies
		1. Shawn suggested an online knowledge-base for part-time faculty
		2. Shawn noted that at Kingsboro College in Brooklyn, students are required to do three hours of tutoring.
		3. Shawn also wondered if we have ever discussed examining the success rates of students in different instructors’ classes. Katie said that Rajinder makes success rates for DI populations available to instructors if the instructor requests it, but privacy is maintained. Another approach might be marketing the courses of persistence project faculty to students who drop.
		4. To increase the use of supports, Shawn noted that the message should be, “Our goal is to have you graduate in x amount of time, and tutoring/supports will get you there.”
		5. Shawn brought up the idea of an English jam again and said that SEA could pay for it. English has hesitated because of a feeling that it would not reach the students who need it in an equitable way and might not increase student success. However, Katie wondered if it would be worth offering as a way of building students’ confidence and orienting them to the program and college, even if the actual impact on student success in English was uncertain. It is a lot of work for an uncertain benefit, however.
		6. Katie noted that we might explore revising the English GSP to better place ELL students who do not have a U.S. high school diploma, per AB1705. It allows placement into credit ESL programs, which must maximize the probability that students will complete transfer-level English in three years.
		7. Bringing back an in-person orientation. Katie and Amy noted that this might also be a “destination campus” initiative because four-year colleges have them. We could also do a parent orientation (in the Assessment Center?), which would be particularly helpful for parents who did not attend college or who do not understand the demands/structure of college today, which is very different. Katie suggested that Joel find out about the event for Hispanic students and their parents that used to be offered by Gilberto Victoria and others. It was called “Aprendiendo a Triunfar: Learning to Triumph.”
		8. Michael suggested using Watermark, the new student survey tool, to do more surveys of students. Evaluating our courses every three years is not enough.
		9. Shawn suggested the idea of a mid-semester Student Flex Day, perhaps partially focused on math and English attainment, where students access learning supports, learn about required courses, meet with counselors. Would there be a way to require this? Not all students need to take math and English, of course.
		10. Katie asked about campus tours that are happening—do they integrate information on math and English placement and supports?
		11. We have already identified students who will struggle—how can we better use that information?
		12. Do we want to again collect data for English and also collect it for math and ESL, on how success in those courses impacts success in other disciplines?
		13. Email every math and English section about concurrent support with some boilerplate language. Highly recommended, if not in contract. Shawn said that college will be working with Diego Gomez to be crafting a welcome letter to send to all students. This might be a better alternative to schedule notes that provide messaging we like because it is laborious, and students often don’t read them anyway.
2. **Review of LPC website information on AB705 and AB1705**

Given the length of the conversation about strategies, there was not much time left for this, but the committee noted the following:

* + What are we saying and what do we need to say
		1. Katie noted that most of our website information on these laws and on placement is providing information on the impact these laws have on courses available, on complying with AB1805 so that students are informed, providing instructions for placement.
		2. Amy and Katie noted that for current students, there is little consciousness of pathway student used to take (basic skills to transfer), so messaging has to be focused on this being what a college course is and that we will help you manage it (students have a heavy lift anyway due to pandemic). All we would really say about ABs is “we used to provide support to you in this way, now we would provide it in that way.” However, would we direct some of our DSPS students to Chabot LNSK since we don’t currently have them?
		3. Katie noted what Kristy said earlier about students lining up outside Ashley McHale’s door, because she is teaching the only remaining intermediate algebra courses for Middle College. They were begging to get into her class. This means that even if students don’t know how we used to offer support, they think they know what they don’t want, they know what they are scared of.
	+ Is our message consistent in terms of attitude and phrasing
		1. Again, we don’t have much of this message, but the message “math and English is for you” needs to be consistent and repeated. Make students feel like they are on their path.
		2. Wherever this message is repeated, hyperlink to more information. Should we develop one website that distills our message for math, English, and ESL?
	+ Are we focused on student capacity and student support
		1. See discussions above; we need more of this, we need to sprinkle it everywhere.
1. **Plan of action for updating LPC website information**
	* Addressing the new strategies will take time, and not much can realistically be done before November registration for spring 2023.
	* Perhaps we can look at the GSP and make sure it is compliant in terms of the highest measure placing the student and whether we can adjust placement for ELL students without a U.S. high school diploma.
	* Design simple videos for English and math that are available at the time when students need it—for example, students won’t do a website search for it, and such a website search would not be successful, so look at Steps to Success, for example—they are already there. We already have link to Assessment Center in Step 5. Katie notes that “Other Resources” link might be a place to put something. Maybe that would help Career Coach link make more sense in this spot?
	* Provide outreach team with boilerplate language to use when talking about English and math and ESL on tours. Joel will speak with Sarah Bettencourt about this once Katie emails him a reminder.
2. **Good of the Order**
3. **Meeting Adjournment**

4:40 pm