



MLEA MINUTES

Math And Language Equity & Achievement Committee

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)

November 17, 2022 | 3:15-4:30pm | 1003 or
<https://us06web.zoom.us/j/81098080650>

Agenda

1. Call to Order

All present except for STEM rep and LPCSG rep.

2. Review and Approval of Agenda and Minutes

3. Continued Discussion of Equity Report Draft

- Groups and metrics: Black or African American, the metric being measured is successful enrollment. For First Generation students, the metric being measured is completed transfer-level math and English. For LatinX/Hispanic or Latino, the metric being measured is Persistence, first primary term to secondary term. For Foster Youth, the metric being measured is transfer. For economically disadvantaged, the metric being measured is Completion (graduation).
- All of these students are probably disproportionately impacted in different ways, but these are the metrics we are choosing to look at.
- Shawn Taylor did a lot of interviewing of stakeholders, whether students, department chairs, and he had various faculty and classified staff and administrators contribute to various portions, whether Katie or Amanda Ingold and others.
- There is the opportunity to do an addendum later, but people were asked to email Shawn by Monday the 21st if anything glaring is missing.

4. Plan of Action for Updating LPC Website Information, continued

- Katie's [math/English/support flyer](#) attempt

Katie worked with English Instructional Assistant Megan Garcia on a flyer to advertise English and math supports. It will go in building 1000 on screen, and it would be nice to have Outreach use when they have students come on campus for tours and when they go out to the local high schools. Outreach has confirmed that they sometimes get questions about English and math on the tours.

Chris noted that the flyer doesn't list DSPS accommodations as a support, and Katie will add it. Michael suggested adding Math Jam. Suggestions to text placement and size were made.

- **Providing boilerplate Math/English/ESL language to outreach team**

Katie will work on this and send something out for review.

- **English GSP and ELL Students with No High School Diploma**

Revising the English GSP in accordance with AB1705's provision for placing students without a diploma from a U.S. high school was discussed. We want to find an in between solution; not placing all these students into English 1A, as was done when Joel realized that sending these students to a counselor wouldn't work because counselors cannot access codes to place students, and not placing them all in ESL, which might be inappropriate for some students. Work is also being done on CCC Apply to improve experience for ELL students so that they will know what majors are for them.

Joel suggested a number of statuses: U.S. diploma, GED, no diploma from U.S. high school, with concurrent enrollment and English language learner branching off that. Leslie commented that a student from an international high school where the instruction was in English would do better in 1A than other students without a diploma from a U.S. high school. We will meet outside of MLEA to get this revision accomplished and sent to Liem in IT.

- **Creating videos for English and math available when students need them—plan**

Tabled.

5. Further planning to address DSPTS students per AB1705

- AB1705 does allow for educational assistance classes.
- Chabot still has them, but we no longer do. Is it a good idea to bring them back? Are they helping?
- Chris Crone says that some other colleges are having trouble filling those classes.
- Katie asked Chris about models for these courses that are seen as the most effective, and he said that he would look into that.
- What is right for each college?
- We do have concurrent support for math and English, we have no limit on tutoring as long as we have tutors, and Jin said that he sometimes steps in. Chris is also trying to hire student assistants for math scribes, and perhaps they could also do tutoring.
- Chris has talked to a number of high school principals about AB1705, and they have no idea. They thank him and note that it gives them a better idea of how they need to prepare students in line with a K-16 approach to educating students.
- It was suggested that we analyze how supports are helping DSPTS students, and then look at whether to attempt bringing back educational assistance classes based on that data.
- Katie recalled that when we did still have these courses, students would take them at the same time, but we wondered if they were supporting success in the 1A course. Mike commented that it was a very slowed down version of what was happening in 100A. It was hard to judge their effectiveness—perhaps it was just what these students needed, perhaps not. Kristy noted that the curriculum of educational assistance classes she has observed, Paula's included, was often very similar to what they were doing in their concurrent support classes, with the addition that the research on learning and best strategies was tailored to the individual learner, which is really important.
- Mike commented that there is a big variety of accommodations and also a variety in how students use those accommodations. Do students know how to advocate for themselves? That makes a big

difference in how students do. Chris also expressed interest, per Mike's comments, in studying how students are doing when they use accommodations and when they don't.

- Michael added that he and Kristy would like to embed a DSPS support specialist in some of their math support courses, and perhaps that would work in 1AEX as well. It would also be a great way for us, instructors and DSPS, to learn from each other, because historically, there has not been teaching collaboration, and faculty don't receive much of that training. Michael commented that we need more statewide data on supporting these students. Best data for educational assistance? For embedding? Data on differentiated learning?
- Kristy wondered if they could then market those DSPS sections if we had an embedded LD support person. Katie noted that if the course caps are not lowered, these sections can be overwhelming to teach because of the high need. Elena Cole has shared this challenge. Kristy said that she started working with Paula for this very reason, because many students with LD's were choosing her classes, and she had Paula come to her office hours. It was a nice partnership. The best part was the information for students on what approaches would work best with their brain. In concurrent support right now, the teachers could not do what they do without Jin and the math tutors' support. If we make dedicated LD sections, we might want to reduce class size, however.
- Kristy asked if we have LD testing on our campus yet. Chris also noted that the district just put out his ad for a part-time LD specialist, and they will provide testing. However, we can send students to Chabot, and we are now doing hand-offs. The Department of Rehabilitation (DoR) might be another option.
- David Paonessa, as an embedded Instructional Assistant, values the time afforded to students in an embedded support model to get things done with support alongside of them. Chris Crone noted that DSPS spends time assuring students that the extra support is really what they need, even though it seems like more work. Mike Sato commented that the data show that pass rates are higher in 1A, however, so that is important to note.
- English has put in curriculum for a few different concurrent support options. Kristy noted that decoupling support has its negatives, so English shouldn't necessarily leave the 1AEX model thinking that it will solve problems! Katie noted that we could apply to SEA for money to do a Community of Practice where people are paid, do action research along with meeting. However, this is a challenging time, so we would have to be sure of instructors' interest.

6. State funding, one-time, for implementation of AB1705

Shawn will help us find it if we send him the documentation saying it exists.

7. Jin's progress on Tutoring website

Jin has made progress on his Tutoring website revisions and sent them to Tim Druley, though he's busy as usual! Jin mirrored the framework for the LPC homepage as had been suggested. Katie thanked Jin for all his hard work to provide ease of access to tutoring to students!

8. Update on English call project

English student assistant Fakhira Haider has been working for Katie, calling students who have dropped English 1A or English 1AEX. It was a challenge to get the data, so if we want to make this part of what we do as a

college for in-reach with the goal of keeping students enrolled and returning, we should work on this. She is making some good contacts, but it's a long list of a few hundred names.

Joel suggested that data can be prioritized for equity so that one is calling the students who are most disproportionately impacted by race and ethnicity. The sooner the phone call is made, the better for purposes of registration (whether for the following semester or an 8-week class or a non-credit support course). Kristy added that faculty calling was not as effective—the conversations were very different, not as rich. Katie noted that even having Nancy Wright, the counselor who worked with us on the Faculty Inquiry Network in 2009, make the calls was more effective than faculty calling. Katie likes the questions that she got from math—asking about students' experiences in the class, not “why did you drop?” Kristy said that Shawn helped design those questions. Shawn added that in the future, asking whether fees are a problem would be good, offer fee waivers, if appropriate, through basic needs. Katie thanked them for these ideas for next time.

Shawn also said that they are working on designing an in-reach position, and he will complete this over break. It will include the supervision of student assistants.

9. Good of the Order

Guided Pathways meeting on Friday the 18th, focus on Success teams, also data on students who are close to the gate.

10. Meeting Adjournment

4 pm.