MLEA MINUTES
Math And Language Equity & Achievement Committee

April 25, 2023| 2:30-4:00pm | 1003 or
https://us06web.zoom.us/j/89495812382

Agenda

1. Call to Order
2:32 pm

2. Approval of Minutes

3. Upcoming *New* Hawk Day Participation and Recruitment
• Joel clarified that New Hawk Day for students who are ready to register, not about advertising programs, but tabling for math and English could be good. We could also communicate with counselors about course options. 400+ registrants. There will also be a session for parents.
• Will start with a welcome from Dr. Foster at 9 am.
• 8:30-10 am tabling. Nan wondered if students would benefit from flyers and the like. Katie shared that when she tabled at the open house, students and parents both engaged, but for different reasons. Students wanted to talk about what English to take, parents about resources—both benefitted in different ways. Nan suggested that tabling will prime them for counseling and parent sessions.
• 10-12 reg. sessions? Speak to parents? Joel's slide deck for parents highlights modes of instruction, expected study time (will take more or less depending on student work pace, level of diligence, etc.), he is happy to include math and English slide. What would be on there? Important to access supports, different hour-commitment for different classes. Math for one's major. Register for Math Jam, embedded tutors in concurrent support. He can adjust content to his slide deck design. Kristy will try to update concurrent support flyer. Counselors will be having 1A/1AEX, appropriate math for your major, conversations with students at the same time.
• 12:30-2 will be drop-ins to different offices
• Could email counselors in advance to clarify math, English, ESL choices.
• Student ambassadors coming, Kristy can come if needed. Gabi has added Katie and Kristy to tabling list. Chris and his student assistants will be tabling for DSPS, the office will also be open if students want to visit/apply. EOPS, Veterans will also benefit from New Hawk Day to work out the kinks for students.
• Leslie asked about ESL integration. Gabi clarified that it's not really an ESL event, but flyers could be helpful at the math/English table. ESL will

also addressed in program planning. Katie asked for Erin DeBakcsy's old flyer about different courses.

- ESL offering registration workshop next Thursday, May 4 from 1-2 in the library, Cinco de Mayo open house 12-2:30 pm, open to the public.

4. Proposed data requests, streamlining for IR office

- Rajinder came to aid discussion of prioritizing what data to ask for.
- Karin Spirn requested the English success rates for the past 5 years disaggregated by DE vs. face-to-face and also by race-ethnicity. Katie asked about different DE modalities. Rajinder noted that spring 2020 challenging because everything converted to online. If section coding is clear, can designate as a particular modality of DE. Sometimes a guessing game b/c of the semester.
- Chris asked about whether we can see if someone signed up and dropped. [He is concerned about students with disabilities dropping early in the semester.] Rajinder says that he does not have direct access to NGR data. More manual process to get it, and he notes that students may have enrolled in a different section, so have to be careful about drawing conclusions that they left the college.
- Shawn commented that all data must be disaggregated because we are reporting to the state. Right now, focus on measuring Perkins/economically disadvantaged, Black/African American, Latinx. Wherever money or effort goes, Shawn has to track who the money is being mapped to, and are we seeing an ROI. Rajinder noted that Perkins/economically disadvantaged is not something we have access to, so he is talking to IT.
- Katie noted that NGR data on Project AB1705 plan. She asked Craig about the goal of the following bullet on the plan: "Add pre-AB705 semesters to the NGR analysis Rajinder did of success rates in Calculus prerequisite classes post AB705 for MEA group to discuss and give additional feedback to the other components of the plan." Craig would want to compare transfer-level courses. If people who are coming in are now not taking previous math courses, see what has changed. Michael and Katie have discussed, as Katie noticed in regards to ESL performing will in English courses last time, that we can assume that a pre-req. did help students who then took transfer-level course, and past data may have shown that, but it doesn't show us what students didn't get to that transfer-level course at all. Those students who may have struggled with the material are not reflected in the old success rates. Will it be helpful, then, to compare previous success rates to current? As Rajinder says, efforts to collect that NGR data are intense.
- For Rajinder, he believes we should prioritize actionable data—depending on the results, what could we do? We also need a baseline understanding of the data as well, and that might lead to different requests.
- When Chris is bringing up wanting NGR data, he does want to know who is getting cold feet and dropping, but then we need to think about what we would do with this data.
- Craig noted that from a math modeling perspective, it would be helpful to know what was the trend line of success? Then, we put in a change/changes, so we would like to see result of those changes and then get back up to that baseline/trendline or higher. Rajinder also noticed confounding variables, however— pre-COVID, modality type.
- Kristy would be interested in data that would instill confidence in students to take math and English earlier, take concurrent supports. She is more interested in positive story we can tell students than in going back to baselines and looking at how everything went haywire. She wants to look at students "at the gate" who don't have English and math, perhaps.
- Rajinder reminded us that he presented deep dive into "Through the Gate" study at town meeting, he reminds us that the age of students who got through the gate was higher, age 30, that they had also changed their goal. He mentioned this to RP group, who had not looked at ed. goal.

- Shawn wants to narrate support courses as if they are "light my fire" courses, not just an addendum to attend if students want to. Part of our continuum of care, support. That might get us more buy-in. Katie noted that she asked Outreach to revise wording around concurrent support as something that just "enhances" experience.
- Success rates of co-reqs vs. stand-alones. What data do we have, and what do we want?
- For 1AEX, we found that students in multiple GPA bands not doing as well in 1AEX. The webinar on comparing stand-alone vs. co-req. data made Katie want to learn more—are students of similar GPAs who select 1AEX different in some respect? Disabilities? Kristy said that they did have data that students who took co-reqs were more successful, when they chose to require it. There is at least a correlation. They have not yet looked at data since they started requiring it. She is more interested in thinking of how data would help us inspire students to take math and English earlier. Vision for Success recommends this. In the fall, we will have conversations about program maps and when students should take math and English. When they are taking classes they are excited about? With other Persistence Project courses? That is actionable data that could change what we're doing, when, and how.
- Craig wondered if that narrative is consistent with genesis of Project AB1705 project, which came partly out of a fear that taking math early would cause students to get scared, leave the college, and not come back, lowering enrollment. Kristy noted that some people on campus feel that way, but Chancellor's office, RP Group, Through the Gate data, tell a different story. Kristy wondered if fear of enrollments dropping and fear of math might drive us to project our own thoughts and biases about math on students. She wants data to help students make an informed decision. This should be a counselor-program decision, a data-driven decision, not the math department or others telling students when to take it. When would be a good time in terms of the workload for that semester, counselors and programs might ask?
- Look at Vision for Success data again about taking English and math early—Mike Sato commented that the study long ago showed that students who took English and math early had higher success in some courses, but of course, we didn't know what the causation was b/c that student was taking other classes, too, that might have given them confidence as well. This helps students gain academic experience. It also wasn't true for all courses.
- Craig asked if data informed the Chancellor's office desire to finish math and English in one year from when they start. Kristy cited [Al Solano's podcast "The Continuous Learner" from Nov. 2022](#). The RP group redid the Through the Gate study, and they found, with denominator of just Black/African American students, that completing math and English in the first year made those students 310% more likely to reach the Gate. Looking at just math, 160% more likely. Kristy reiterated that we shouldn't impose our own fear of math and English on our decisions about data. Craig asked to present this on college day so that everyone's on the same page.
- Rajinder commented that for Through the Gate study, RP group crunched the data wrong the first time, and they had to correct it. He recently had a request from another department—any evidence that taking this course leads to more student success if they take it their first year? They had research from MJC that showed that. However, when he ran the data, he realied that MJC broke the data down first year vs. anything else. But Rajinder found that when students took the course in 2nd year, no difference. Rajinder wonders about the data Kristy shared for Black/African American students who took math early—310% more likely than whom? Everything else combined after 2nd year? Kristy reiterated that if we can tell our own story with our own data, that would be powerful. Look by FT, PT students, break down by year. Kristy noted that students in different pathways are also different, watch out for one-size-fits-all. Rajinder noted that pathway has lower numbers, though, so maybe popular pathways that have bigger sample sizes? We can also look at the overall success rates of the course, also outcomes (transfer, time to completion, long term, etc.)
- Katie noted another data interest was levels of reenrollment, how many times it takes them to succeed. Rajinder pointed out that in the past, students who repeat have a lower success rate.

- Katie couldn't recall Richard Dry's data request, emailed to Rajinder: [Inserted here for minutes:
  o how students have done in 1A vs 1AEX after having failed the class before (both having taken the same class or switching, even though that means they can't get the old grade erased as of yet).
  o how EX students have fared after we implemented our changes this year [after May work and planning session and in fall pilot] and this semester [with Instructional Assistant pilot].
  o Related to spring 2023 pilot, compare success rates for 1A classes with IAs to those taught by the same instructors in past semesters without IAs in the same modalities (Elena, Toby, and Amy Moellering).
- Katie asked Rajinder to talk with her about priorities with the goal of having a shorter, prioritized list by May 18 if it is helpful to him. Then we can make IR data requests online.
- Amy confirmed that priority and "the why" is important. Are we trying to convince ourselves, students, families? Do students need to be convinced? Will they just do what they are told? Where do we have agency, and where do we have legislation? What do we want to do with what we learn? Help us make a change we will be able to make? We don't want to get bogged down, and we can't change the legislation. These questions will help us trim the list.
- Katie asked Moh about how he talks to his students about taking English and math. CNT/CIS/CS 43, "Professional Communications." They don't use math. She commented that all pathways will have some kind of conversation about math. Perhaps a program like Moh's would talk about what recommendation to give to students if they want to take math as an elective. For the degree, his students might still think about GE if they did not have high school competency. Math is required for CS, of course.

5. **Suggested English/ESL/MLEA integration for Project AB1705 plan**
   - Katie reviewed the Project AB1705 plan as promised for places where we might insert similar efforts for English based on past MLEA conversations.
     i. Institutional Research: Do exit interviews for students who drop for English as well. [English applied for and did not receive SCFF funding for this so used an English student assistant to do some of this in Fall 2022.] Track fall freshman cohort to see when and what English is taken, levels of success, and levels of reenrollment.
     ii. Math Plan: Provide boiler plate language to Outreach for English and ESL also. (Katie already gave a draft to outreach.) Would this also go in the GSP category?
     iii. Guided Self-Placement: include English in first-year attachment plan with success teams. Create videos to send out at the beginning of every semester to English students as well.
   - Craig concerned about adding things that are not in the project and sees main focus as retention. He doesn't see the document as his to modify as it came out of Senate. Katie noted that as the MLEA committee discussed last month, we want to make sure that activity happening around this plan reflects our goals to support all three programs in responding to AB705 and AB1705. Craig replied that he doesn't see document changing.
   - Craig then noted, though that #1 under Guided Self-Placement might change ["Work with IT, mathematics department, and counseling to . . . create codes for allowing students into courses based on recommended or required program and transfer requirement goals."] His reading of AB1705 does not indicate that we have to block students from transfer classes that are not part of their major. Focus on good guidance, notifying them if they sign up for a different course as the law asks, making registration less cumbersome. Consider what we want to do with CCC Apply, changing GSP, advice to counselors, ed. plans. Chancellor's office interpretation might be misguided, perhaps because they are focused on enforcement and colleges trying to dodge the law.

6. **GSP revisions needed in CLASS-WEB and on LPC websites**
   - Change name of GSP—Katie asked if Craig was talking with Liem about this yet. Craig: Waiting for them to finish with Portal dashboard. Will meet with them in summer. He is also looking at improving major change process and what our options are.
   - Katie asked Kristy about whether she and Michael have talked about it. No time, says Kristy! Need retreat time, perhaps.

7. **Plan for video creation**
   - Katie emailed Craig and Chip about videos to help with math and English and ESL placement. She talked to Chip about this after VP forums. He has been having good success with getting students to participate in videos, mainly in empty classrooms so far. She reminded him that we want to get started earlier than later because we will need fall students who can speak to particular math, English, and ESL experiences. Chip said he would like to film students in action in labs.
   - So that videos ready for registration, maybe make videos in September/early October? Craig asked where to put them beyond CRM recruit, etc. Katie: places where students already are, as Joel suggested last fall: steps to Success, GSP on CLASS-WEB. Bruce said at Dr. Foster's meeting that CLASS-WEB can link out to videos. Craig asked about embedding videos in Program Mapper. Kristy wasn't sure, Joel suggested that certain fields might be editable at the college level, but neither was sure about live links. Kristy wondered if pathway pages would also make sense as a place for videos.

8. **Targeted Persistence Project Faculty Recruitment for math and English, add mid-semester check-in, embedded tutoring as a PP practice?** Tabled.

9. **NeuroPREP training for next year**
   - Chris says it is through the UCLA Tarjan Center.
   - Katie said that presentation was focused on types of support training would provide to help faculty with neurodiverse and autistic students. She appreciated new perspectives on how she might have to adjust expectations, delivery of content, etc.
   - Chris will reach out for more information.

10. **MLEA chair job description**
    - Katie did not finish the job description, but she reiterated that she may be going on sabbatical for 2024-2025, so she is only available to chair for sure for one more year.

11. **Discussion of leadership of MLEA, AB705 reps, and committee reps for 2023-2025 (or 2023-2024 if a two-year commitment is not possible for some)**
    - Katie has tried to be informed about all three disciplines, but big focus on math in coming year might encourage us to look to a math MLEA chair. If Michael Peterson is taking a short leave and no one else in math is stepping up, however, she can continue. AB705 release time will be shared by Jennie and Kristy for math, Katie will ask Michelle whether she wants to take it on or ask again about English faculty who might take it on.

12. **Proposed May 18 meeting**

- It would be helpful to meet to give Craig guidance for summer, so Katie will decide whether it will be best to do that in a meeting or online. Katie will be in touch.

13. **Good of the Order**
   - See you at New Hawk Day!

14. **Meeting Adjournment**
   - 4:10 pm