



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)
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)
Acad. Services Classified Professional (1)
Assessment Specialist (1)

October 16, 2023 | 1:00-2:15pm | 1006 or
<https://us06web.zoom.us/j/81784533783>

Agenda

1. Call to Order

2. Approval of Agenda and Minutes

3. CLASS-WEB and CCC Apply Updates (30 min.)

Craig had a surprise presentation that provided a comprehensive plan for responding to both AB1705 and AB928. The Chancellor's office sent out a memo concerning the minimal requirements around the first week of October.

AB928:

- Students must be auto-enrolled into ADTs if their goal is transfer. That could be in-person or automatic because the system office understands it's not always possible.
- We need to track exceptions if a student opts out of the ADT, whether at the beginning of their time with us or if they change their major.
- The law affects current students that change their major or any new students on or after August 1, 2024.
- CCC Apply procedures:
 - If a student says they want an Associate's degree or want to transfer, they will get a filtered list of ADTs available at their college. At LPC, the recommendation, will be that this list not include AAs or certificates.
- Student Educational Plan: Gives us the power to block enrollment if student does not have an SEP, but we don't do that. Right now, less than 50% of our students have them. Our counselors advocated dropping students from priority registration, not barring enrollment totally.
- We have to develop a process for automatically handling opt-outs and exceptions provided by the state. At LPC, we are going to have this go through counseling.
 - For example if an ADT doesn't exist in their major at the college or the student is completing a CTE pathway.
 - Or if the student's educational pathway is better served by a local degree.
 - Or if the student plans to apply to a UC or a private university.
 - CLASS-WEB/My Portal will be used to implement LPC's automatic major selection and mathematics placement process.
 - Exceptions will be noted in the SEP.

- Counseling faculty will be able to change a student's major or the student will have a simplified process and a counselor will sign off. Counseling faculty must follow the LPC major selection process if a student wishes to change their major.
- When a student first logs in, CLASS-WEB asks them to verify their major, and sometimes they change it, and then it throws everything off. We want this to be turned off.

AB1705:

- First math course will be recommended based on major selection in CLASS-WEB/My Portal.
- Current GSP process for recommending a concurrent support course will happen afterwards.
- Ellucian Advise will notify a counselor if a student chooses a math course other than the one required for their major.
- The following is the process we want: For the major selection process, students will select one of the following goals:
 - Transfer
 - Earn an Associate's degree with no intention of transferring
 - Earn a local certificate
 - Noncredit education only
 - Undecided
- Katie asked what an ESL student might answer, particularly because they might not know what noncredit education is. She wondered if they might answer "undecided." He was not sure. He did say that once they select noncredit, they'll see a menu that will include ESL. There is no ADT for ESL, so it will put them into their major. If they are just coming for ESL, they will need to answer noncredit, so perhaps coaching students on this will solve the problem.
- Then, students will be put into the following:
 - Students placed in ADT if it exists, otherwise AA/AS or certificate
 - Non-transfer Associate's degree, AA/AS
 - Local Certificate—student selects certificate from list in intended major
- We may not put everything on the list because some departments have so many
 - Noncredit—student selects certificate from list in intended major
 - Undecided—student is treated as if they had selected transfer.
- If this process is not possible, we have a back-up plan, Plan B:
 - ADT options will still be shown on CCC Apply
 - Major selection process at LPC will only happen in SEP sessions with counselors.
 - GSP will be modified—it will list every program that students would have chosen on CCC Apply, they will select what they chose, and it will push out the math course and recommended support.
- Craig wants to go with Plan A, so he will bring it to College Council so that he has the president's backing, and hopefully if IT rejects the idea they will have to be specific about why.
- Jennie wondered how Plan B would work—can counselors see all the students? Craig said that they have done group meetings to do abbreviated plans, and then have them come back in from the comprehensive plans.

- Jennie also asked about undecided students. Craig said that they could be put in the GE certificate, or social and behavioral science, or something very broad like Global Studies.
- Chris asked about colleges that are concerned about students who may not be ready for college-level math the first semester; they are discouraging students from selecting a major so that they don't have to do it yet. Katie answered that the law says if your goal is transfer, you can't take any other math or English course before transfer. Jennie said that if a DSPS student wants to be an engineer, they will be placed into calculus, but they might opt for college algebra—we just can't recommend it. Even college algebra is transfer level, so they'll need support, but there is nothing below transfer.

4. Suggested Agenda Item Going Forward: Concurrent Support Check-ins (NMAT, NENG, NESL) (5 min.)

- Tabled for next meeting but suggested for future meetings to learn from each other.

5. MACC inquiry and High School Alignment (5 min.)

- Tim Combs of [MACC](#) reached out to Anne Kennedy about AB1705, and she sent him over to Katie. He wondered if the adult schools could help. Katie worries, however, that it might be dangerous to go down the path of offering pre-transfer courses at the adult school—students might feel like if they have trouble with the math offered at the adult school, they won't be able to handle the college-level math required for their major. Craig remembered that we once talked with the adult schools about bringing their courses onto our campus. Katie supposed that this option would at least be better because students would be reminded of the concurrent support option as opposed to never coming to us in the first place. We don't want to lose students in the pipeline like we were before. Craig also noted that Emerald Templeton's replacement might be someone to talk to about that.
- Chris said that students often go to the for their GED. Special Education teachers don't know about this law, and they need to hear the message that students need to be math and English ready. Even the GSP question about GPA doesn't help in special ed. because grades can be modified by the IEP. Students will not always be taught by a person with a math credential. Chris continues to be worried about the layers of complexity for the DSPS and special ed. student that are simply not acknowledged by the law.
- Katie will find out when the MACC meeting is. It might be on Zoom. Chris says that he and his Chabot counterpart attended last year. Jennie said that if we're looking to have adult school classes on campus, perhaps we should wait until the new Emerald is hired. Alternatively, we could meet once without the new hire and then see what comes out of that conversation and ask the new hire to come next time.
- Interestingly, since Jennie didn't go through the normal process of inviting people to the last math high school alignment meeting, a number of special ed. people came. Chris says that they are often out of the loop because at staff development days, special ed. often has their own compliance issues to discuss, so they miss news like this. Special ed. should be invited to both math and English meetings next time, and ESL should be invited to the English meeting because any high school graduate is eligible for transfer English placement once they start with us.

6. AB1705 Funding—Plans and Budget (40 min.)

- Tom and Amy and Katie have met a couple of times to start on the AB1705 budget.
- Recap: In July, we turned in our plan, which only asked us to identify the categories of funding that we wanted to work on. We had checked the Equity Accelerator intervention, which would have

been funded by the state. As a reminder, we discussed applying for the Equity Accelerator quickly over email after our last meeting because the deadline had been extended, but we decided not to apply because a lot of our current efforts have similar goals, and we worried that it would be too much work to keep up with the reporting, building the infrastructure for the summer survey, etc.

- One conversation that Tom and Amy had in their budget planning meetings was about funding people. Some people are already funded with CAH—Craig, Jennie, Kristy, Michelle. After that, we’ll have to decide whether to fund people with CAH or in F hours. Certainly, CAH is much more expensive for the grant, but if someone doesn’t have any time to do the work, the F hour may not work for the project. For that reason, we may have a long wish list but may have to cut some things once we make those kinds of decisions.
- Another conversation we had was about the categories. In curriculum, for example, we will have to consider what to do. Curriculum work is a part of our contract, but if a project is particularly large or has to happen very quickly, curriculum work can be funded.
- Before we make decisions about what to fund, Jennie and Michelle and Kristy should think about what work/projects their current reassign time is funding. Anything that they will not be doing could be put on the budget.
- One obvious category was professional development. For Communities of Practice, paying people in F hours might be an enticement—the meetings will use up professional responsibility hours a little more quickly. Perhaps Linguistic Justice work would be a community of practice. Do we want a professional development coordinator, perhaps so that the burden on the coordinator wouldn’t be too great? Conferences? Guest speakers? Do we want to fund a project to support faculty in teaching of reading and writing across the campus?
- Another category was communications. Guided self-placement videos? Katie reached out to Chip Woerner, and she will be meeting with him next week. Craig wondered if videos would be about different math courses. Jennie confirmed Katie’s mention of the videos about concurrent support—and those could be improved to add students and be more professional. Katie noted that we could work with ESL to make a video about the ESL vs. English choice and about the pathway for a student who needs more ESL work before transitioning into English. RAW and Smart Shop videos would also be great.
- Outreach calls was the next category. Do we need a coordinator for that? For the issue of student assistants, they will be paid by federal workstudy, but if they want to work over and above their hours, this grant could pay for it. It was really hard to get the data pulled for the call project last time, so we wondered if we needed technical support for that.
- Embedded tutoring/RAW tutoring was another category. Jin had mentioned training for tutors on how to be an embedded tutor. She wondered if it would be added into his tutor training class, but he is maxed out on time—CAH and F hours don’t apply to him. Perhaps a math or English person could be paid to work with him on the issue. Jin doesn’t really oversee what the embedded tutors are doing very much due to time, but it’s a great opportunity to provide some one-on-one, differentiated instruction. Craig wondered if faculty could get F hours for doing embedded tutoring.
- In the technology category, we had listed improving HyFlex. Katie had also wondered about note-taking technology.

7. DSPTS—note-takers and Accommodate (5 min.)

- Chris says that he has subscriptions to Otter AI for students who have note-taking as a listed accommodation.

8. December MLEA Meeting Date (5 min.)

9. Good of the Order:

- **Flex Day Sessions of Note for MLEA (5 min.)**
 - i. OER/ZTC, LD ID and Support, Who Are Students in Pathways (9-9:50)**
 - ii. Courageous Conversations (10-10:50)**
 - iii. DEI in Curriculum, Accommodate, LJ, Hypothesis and UD (1-1:50)**
 - iv. AANHPI, Data for Success (2-2:50)**
 - v. Increasing Motivation, Alternative Academic Calendar (3-3:50)**

10. Meeting Adjournment

Next meeting: Thursday, Nov. 16, 3:15-4:30, 21112 or Zoom