



# MLEA MINUTES

## Math And Language Equity & Achievement Committee

December 11, 2023 | 3:15-4:30pm  
<https://us06web.zoom.us/j/82590268068>

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

### Agenda

#### 1. Call to Order

3:16 pm

#### 2. Approval of Agenda and Minutes—help on #1!

- The agenda and minutes were sent out for review. Katie will send the minutes to Jennie for any corrections on her description of the math concurrent support courses. Please send any corrections to Katie.

#### 3. MACC inquiry and High School Alignment planning (20 min.)

- Tim Combs of MACC has been making enquiries with Katie, initially in relation to MACC's CTE task force, and with David Powers, who sits on MACC's Basic Skills task force, about visiting to talk about AB1705. This will be happening on Tuesday, Dec. 12 at 2 pm on Zoom. Katie prepared a [slide show](#) for use by David, Michelle, and any others who are able to attend, perhaps including Chris Crone, if they feel it would be helpful. (Katie is teaching at the meeting time.) MACC's basic goal is to understand the legislation so that they can answer students' questions, support us if needed, and adapt what they do if necessary. There is a separate disabled students task force, but if Chris attends this basic skills subgroup meeting, he would reiterate that in college, there are no modifications of course content, though there are accommodations. Disabled students needing help with the basic skills necessary for success in college-level courses should understand the supports available.
- High School Alignment discussion tabled, but we have let our deans and VP Ho know that we would like to invite ESL teachers and special ed. teachers at-large and for English and math specifically.

#### 4. Math Success Project (5 min.)

- Craig will be continuing his work next semester.
- He will ask IT and the district for the Plan A for AB925 and AB1705 compliance. He went to College Council to propose his plan, which Dr. Foster really liked. One small change will be that if no ADT exists for a particular major, but they are still transfer-oriented, the AA or AS degree will be recommended. There will still be "exceptions" [for students who are not transferring]—CCC Apply does not quite give us the information we want. If they can also do our process, that will be sufficient. If we have to do the Plan B simplified version, we will only recommend the transfer

degree and still be complying with the law. Counselors will be able to give the guidance they want to give. We will enforce the SEP through enrollment. Currently, counselors do group planning for those who want priority registration; if students don't have the full SEP by the second semester they are enrolling, then they will lose priority registration only. Their enrollment will not be blocked.

#### **5. Ellucian Advise Dashboard and MLEA (20 min.)**

- Kristy is working with David Reed, Director of Educational Support Systems, on our suggestions for what data we need for Ellucian Advise; he will then relay our suggestions to Kristen Whittaker, Application Services Manager.
- She and Jared have been working closely with Chabot to determine what we recommend the Ellucian dashboards would look like, so that when we get accounts as instructional faculty members that may be on a success team, for example, or as counselors, since students all assigned to a pathway, logging into Ellucian will show us who our students are, and then break them down by actionable metrics like who has an SEP and who doesn't. They can then target them, and this will make their lives easier. For demographics, it will not show the specific demographic but will identify that they are in a category that we are concerned about, so we will prioritize contacting that person. This is to protect student privacy.
- There are going to be dashboards that will ask about SEP plans, number of units completed, so we can send out targeted milestone information. Applied for degree, and it was not awarded, for example. There's lots of different things that we know we need.
- Kristy is hoping that MLEA can figure out today what information we want in terms of “ands”—for example if they are in a pathway and have an ed goal of an AS or to transfer and...we still have to determine if the dashboards have the “and” capabilities—it may be by column, and we would have to export and sort it. However, if we can be clear about what data we want regularly, every single semester, this can help us and David Reed think about whether we would want this on a dashboard or available with a “find” feature that we have to do every semester. Kristy invited committee members in English and ESL to add to editable document.
- A lot of what we need was explored during the SCFF call project and with the Math Success project. Jennie and Kristy worked on some of the “ands” for math related to what we would want to know about students. “SEA defined impacted” will be a column. Then, math has outlined the action items they would do based on the information, the messages that would be pushed out.
- There was some discussion of the wording of the data sort rule. Instead of asking if math competency is required, Craig suggested asking if quantitative reasoning is required. For English, ask if English composition is required. Katie suggested that English might like to know if students are still enrolled at census because English has an 8-week class they could recommend. Jennie asked whether we know at census whether the student dropped themselves or was dropped. Katie said that she had been provided with that information by Liem Huynh.
- Craig asked for math if we can find out if they have taken the wrong math class. This may be tricky for students with more than one major. Before an auto-message goes out, the counselor may need to check to be sure if the email is needed.
- The district hopes that we and Chabot will have a shared vision for how Ellucian works.

#### **6. AB1705 Funding—Plans and Budget (20 min.)**

- Katie noted that Amy cannot be with us today, but Katie will go over where we are with budget decisions. For sures:
  - i.** Craig will be taking time again in spring for the math success project. We are assuming for now that this money will continue to come from our budget: 2 CAH.
  - ii.** We are moving ahead with English Community of Practice on Linguistic Justice next semester.
- Many other things are still under discussion, so we will move forward as soon as we can with priorities.
  - i.** She wondered about extra reassign time for English and math coordinators. Michelle commented that coordinators now have AB705 coordination time, so that might alleviate load on coordinators. Jennie suggested a Supports Coordinator role. For concurrent support, Math Jam, Smart Shops, etc. Perhaps 3 CAH so that this person could reduce their course load? This might work in English as well, but we would bump up the CAH for the RAW and Smart Shop people. We can ask Karin and Angelo. 1 more CAH for each? 1.5?
  - ii.** Reassign time for a counselor also? We will check in with Joel and Amy.
  - iii.** For DSPS, we discussed whether we would offer Jessica extra F hours to be embedded in a math or math classes as a pilot to offer support to LD students. Perhaps Kristy and Chris and Katie can meet to discuss this in January. She could be paid additional F hours to do it, and then if she needed more, that could be allowable on a temporary basis.
  - iv.** Still working on how to make time for Tutoring faculty and staff to do this work. Jin wants to avoid taking on more over and above the job is he paid 15 CAH to do.
  - v.** We are still working on John Ruys' curriculum development proposal and on determining a general amount we would pay people for doing this work. Curriculum development is part of our contract, but often when something is legislated and there is a grant involved and speed required, faculty can be paid for curriculum development. Craig pointed out that this class is already offered at Chabot, however. How much work would it be? The course is not being developed from scratch.
  - vi.** Jennie said that they will leave Cookies and Conversation as is, not a ComP, but could pay people who want to take on a leadership role, for example present at a meeting.
  - vii.** Video plans: we need to quickly partner with Chip and give him scripts for videos. Short videos for GSP—we need to sit down and figure out what all the videos are. The idea would be to give students an alternate way of understanding what they're reading. We will also need to find students to be in the videos. Chip did not feel that we would need to pay students. Michelle said that she would like to work with the department on what we need, and Jennie said that she would confer with Kristy.
  - viii.** Outreach calls—Katie asked if math wants to hire student assistants to do this. In the past, we used tutors with Jin, and Kristy was interested to learn if data showed this helped. Michael had put together a presentation. Katie noted that Jin said he didn't want to supervise this again. Jennie said that math could supervise tutors who want a little more money. Michelle commented that Nedah might also have time.
  - ix.** Money for training tutors, whether faculty or student tutors. We can bring this to the English department and see what would be appreciated.

**7. January MLEA Meeting Date (5 min.)**

- We will go ahead and meet just so that we can hit the ground running on some of these projects.

**8. Good of the Order**

- Math is thinking of doing away with the noncredit mirrors for concurrent support because they are mucking up the enrollment process—confusing for students and counselors, though it is helpful for students who want the unit. Same for non-Calculus math jam. They are not getting enough students for SLAM non-credit math jams.

**9. Meeting Adjournment**

- 4:30 pm