



# 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) 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)

March 19, 2024 | 3:15-4:30pm

<https://us06web.zoom.us/j/86038365097>

### Agenda

#### 1. Call to Order

#### 2. Approval of Agenda and Minutes

#### 3. Shared Governance Worksheet update

- Katie turned in the shared governance worksheet with no changes and the accreditation areas identified.

#### 4. Tutoring: They're Hiring!

- Jin noted that the tutoring application is due before the end of spring break. Student tutors have less time due to busy schedules so are and are working fewer hours, so we need to hire a lot more tutors. Jin will be focusing on hiring more tutors in STEM.
- He reiterated that having faculty, classified, reach out to students encourages them to apply. Katie noted that embedded tutoring is a great option.
- Last semester, they got more applicants than they have ever gotten—40 applicants for 10 spots. However, every semester is different.
- Chris commented on “specialized tutoring”—when a student comes in looking for that support, DSPS partners with the Tutoring Center. Chris volunteered to work with any student hires that might be “specialized.” If DSPS has to pay for outside support, that could happen. DSPS will be starting educational coaches.
- Jin noted that study skills are often what is lacking. Jin often provides the “specialized” tutoring because he hasn't had time to train his tutors up to provide that kind of support.
- Amanda noted that re-starting the study skills class might be good—PCN 15. There could be different sections, say for DSPS students, Puente, etc. Katie noted that once PCN 30 came online, the focus of the counseling department was to offer that course. PCN 15 was 2 units—would 1 unit be a better sell to students? Non-credit? Amanda mentioned the LRNS classes as an option. English wasn't sure that the LRNS courses were particularly helpful. Katie reminded Chris of an earlier conversation about data on whether LRNS courses increase student success. Kristy found that having Paula work with her as a sidecar helping in office hours was great, separate

LRNS class wasn't so helpful. Kristy likes the idea of help embedded in concurrent support or sidecar courses that are linked to math classes. Craig told Kristy that noncredit can now go all the way up to calculus, as long as it is taken at the same time. Math Jam counts. Many students are going to multiple sections of concurrent support to get help.

## 5. DSPS/Counseling update

- Amanda and DSPS student assistant Tasheela visited math emporium, and she will be going down there 2 hours a day for 3 days a week.
- Jennie noted that once a student assistant can start at the beginning of the course, it will be ideal. Now, she will be helping students try to catch up. Not ideal, but all help is good!

## 6. Math Success Project

- There is money for the college to use for AB928, which is currently paying Craig's reassign time. There will be some overtime for So-Jin to update programs in DegreeWorks, and overtime to Elle to update every program map. Elle is going to try to start on March 30, So-Jin during spring break.
- Craig is meeting with IT about replacing some placement text and what to do next. Also, in Degree Works, placement shows up. For math, that will show code that recommends or requires concurrent support, then in another spot, it will show recommended course. The requirement can also be put into the degree requirements area.
- The back-end work that will link major names on CCC Apply to our major names will be done by So-Jin. We will ask if we can have state not update CCC Apply for us anymore—So-Jin can do it by hand, or Rachel in IT can upload our Banner page. The other question is whether we can list multiple majors that are linked to the same major code, say Biology/Allied Health.
- Craig had thought of a way for Ellucian Advise to identify whether math and English had been completed. He wondered if he could use empty columns where he could put the math course—he doesn't know if it could be read. Kristen Whittaker is interested in that working, but we would need an IT person to confirm that it is possible.
- Jin asked about the effect of AB928 on students. Presumably more students are going to be enrolled and have higher unit loads (or, in any case, noncredit). Jin is wondering how he can prepare and support students better.
- Kristy noted that we are ready for Fall 2025. For example, everyone is going straight into a transfer-level math class right now. She asked IR last week to look at the data from the state specific to LPC. She noted that we are not allowed to advertise these former pre-requisite classes but can keep them. The throughput data that they are now using at the state level to justify the change is two years instead of one year, which she thinks is an unacceptable shift. Math is moving to free materials, so the interactive textbook support is gone, the homework is not aligned with the free materials, etc. The AB1705 money will really help build everything out. We will need many Calc. 1 tutors who are kind and patient that can do just-in-time remediation and explain basic concepts from earlier classes. Ideally DSPS coaches embedded to help with study skills. If a student is ready to NGR, they could potentially enroll in a pre-calculus class and just do one semester (30 and 39 have been two semesters).

- Kristen Whittaker came to the recent Ellucian Advise dashboard meeting, and Kristy explained what we needed and why, and she got excited. We have to know what their major is, what class do they have to complete, and whether they completed it? Then, we're asking for a live dashboard that lets us know when people NGR or W. It's current information, so we can be proactive about outreach. Rajinder just provided information so that when we see students register for a math course, we can email them about concurrent support and tutoring if we notice that they have not signed up for a concurrent support course in 24 hours. The other thing that's great about non-credit support for calculus is that it's repeatable.
- Craig also noted a memo about business students going straight into calculus. Kristy said that this is a choice between CSU and UC, so we will not make that decision for students. She hopes that we can make those classes more in-context and follow how students are doing once they transfer. No bandwidth at the moment, though.
- English will need to update the Assessment website—summer will be 1AEX and fall NENG 215 and ENG 115, so that will be awkward. Michelle clarified for Craig that we are deactivating 1AEX. Given the difference in units and the fact that students can't take the alternate course the 2<sup>nd</sup> time around without hurting their transcript, it just doesn't make sense and creates more work for everyone. Craig commented that he doesn't know if courses like that will be allowed once common course numbering system is mandated.
- Katie thanked Jennie for helpful emails about concurrent support.
- Michelle noted that English is not feeling as frustrated by legislation because throughput has increase and thus long-term success for students has increased, even if course success has lowered. Katie concurred and noted that Rajinder shared the number of students who are below 2.5—it's really only 80, and then around 100 don't do the GSP. Our challenge in English is this group, who is not necessarily benefitting from the legislation.
- Craig noted that the state Vice Chancellor (a former chem. professor) actually said in a meeting that the only reason disciplines like English have higher-unit courses is making more money. Craig was disturbed by that, and he thinks legislators make those disappointing assumptions as well. Katie noted the long-term debate about the 3-unit vs. 4-unit English 1A—debate has always been centered on time students need. Craig noted that the Math FDRG is about to put out the changed TMC. The calc. might be changed to 5 units. Katie responded to the FDRG survey to participate for English but has not heard back.
- Kristy thanked English for leading with multiple measures and allowing more students into transfer. Blocking enrollment has been harder to swallow for math, though. She's grateful for collaboration.
- Amy asked about linked courses. She wondered about challenges that might cause for students because we are considering this in English. Jennie noted that it is not smooth. One class, calculus, has hard linking. For stats and college algebra, they can't do a two-way hard-link, so instructors have to email students about adding support and remove students who don't sign up for it. Andrea and Jennie keep working on the process. Kristy noted that it would be great to have the same process across disciplines. Jennie said that she and Andrea hacked the system by creating a duplicate version of calculus that hard-links to non-credit and one that hard-links to credit. They have trouble with "or's," multiple options for math classes. Jennie doesn't think English will have the same issues.

## 7. MACC update

- April meeting of CTE workgroup—David Powers and Katie will attend. Thursday, April 11 at 3:15 pm. Jennie can go also. Chris can put it on his calendar, but he has a commitment at a local high school right beforehand.
- MACC wants to learn about the legislation and how to advise students when they come to the adult school asking questions.

## 8. AB1705 Funding—Plans and Budget

- Jennie’s plan for math summer work: There will be a project coordinator, Alain Olavarrieta, who will oversee content creation for stats and calculus classes, for example short videos. They will identify pre-requisite material hot spots as well as support for topics that instructors tend to do differently. There will be 5 other team members helping. This will start in summer and run through December. They will then decide if they need to carry on through spring. They want a math YouTube library where they control the content, and they don’t have to worry about updates every semester. Alain is piloting the OER calculus book this fall, so that will be good. They will want to update the homework, etc. Some of the team members will help with stats, which he doesn’t know as well.
- Katie reminded Amy and Tom to talk to math and psych. (stats class) about reassign time amounts, equity, etc.
- Michelle shared about English NENG 215 update. We have a small team working on it, we’ll have two stand-alone sections and other linked sections. We were thinking of requiring it for students below 2.5 to spread the word about the support, but it’s not possible for them to opt out once they are in the class, so then we stepped away from that. The class caps at 28, which is higher than we initially thought. We also don’t want to hard link because we don’t want to replicate the 1AEX class, perhaps because it has had a higher concentration of higher need students all in one class. We will have a English work and planning session in June to work on this and perhaps will have some work done in summer. We will also change the GSP.
- Craig asked if he could take the 1AEX off the program maps. Confirmed. We will be doing soft-linking so that we don’t replicate the 1AEX situation. We will promote it with our students, but students from other classes can come. Michelle—they could take another section with a friend, or at a better time based on their schedule. It will just be in the schedule note. We will decide Liem quickly to update GSP.
- Kristy clarified that math does two models—option to be in a linked course or choosing a concurrent support section that they prefer.
- Craig wonders if the state will not want to require concurrent support in the future because of unit creep.

## 9. GSP Video Script work

- ESL/English update—Katie and Leslie and Julia met about the idea of GSP videos that would help ELL students choose their courses with some more information. We thought it would be helpful to have a short video explaining the difference between the disciplines better.

- We decided that we want to know the students who might need this better. We wondered if we could work to survey students, have focus groups. They were concerned about the comment at the beginning of the GSP that data show that ELL students are more successful if they start in 1A. They wondered if that was true for LPC, so we could learn this from Rajinder, perhaps. We could perhaps learn who ESL helps and who it doesn't.
- Amy corrected Katie that her video idea had been a video for students who are in the ESL pathway but might like to hear about what transfer might look like to them. We could have testimonials, etc.
- Katie's idea was a video on what their program might look like if they start with ESL. Program maps don't show ESL at all, so sometimes students think they can't take ESL. Craig suggested having the maps just say English composition.
- Craig will deactivate NENG 204.

**10. April meeting**

- "Regularly scheduled" date and time
- Equity "retreat" with SEA?

**11. Good of the Order**

- See you Flex Day!
- LEARN Conference, March 29

**12. Meeting Adjournment**

- 4:30 pm.