



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)

April 18, 2024 | 3:15-4:30pm
<https://us06web.zoom.us/j/99187950462>

Agenda

1. Call to Order

3:15 pm

2. Approval of Agenda and Minutes

Reordering of agenda

3. English Update

English is planning for a new course, Personalized Coaching, ENG 115 and NENG 215. 1.5 hours per week. Anyone in an English course can take it. Schedule note encourages it for 1A students—"lightweight" attachment. Letting students know their instructor might be teaching that course, but they can also choose a time that works for them or a time that a friend that is doing, with any instructor. There is one stand-alone, again that anyone can take. Students in ENG 4 and 7 also need support sometimes, and they can take it. We are working on shared curriculum, which was always our culture and allows us to have a common language and talk more easily about student progress, but teachers will have flexibility to teach the course as they think is best, per the course outline.

We have updated the GSP, the Assessment and English websites, we have made and sent out flyers for students who may need to retake 1A, we have made a special flyer that explains the course from a counselor perspective.

LEARN Conference: Linguistic Justice conference was March 29, co-sponsored with Glendale Community College. This was the 3rd year, and we have over 300 participants online from up and down the state, we had a student panel, we had people come watch it in person, including high school teachers. Linguistic Justice is a movement, and many instructors are integrating it into classroom practice: questioning "standard" English as the model, or only language for academic discourse, and challenging our assumption of what academic English can look like, for example through code-meshing, positionality, etc.

English will have a 1/2 -day work and planning session focused on NENG 215 and ENG 115, and we will be delivering our course content and encouraging folks to adopt it or at least draw inspiration from it. We would like to pay people to attend with AB1705 monies. It's not a kind of class that we've ever taught before, so it will be good to meet together to

understand it through the development and discussion of course materials. Part of creating the materials is relearning how we are going to use the Instructional Assistants in our courses. At least 25% of students do not pass 1A (Katie notes—more like over 30% now), so it is needed. The support course will help the whole student and help them access all resources on campus and learn how to use them. We will also create activities that respond to the reality that actual student skills aren't always the issue, but things like procrastination, self-confidence, basic needs, etc. For this reason, we will have assignments around affective skills.

We will work on PAFs with Amy and Ralitsa after we get a list of English PT and FT faculty who will attend. This will occur out of our 10-month contract.

4. Julia McGurk and School Matters Data

- Julia's sabbatical project responded to students wanting language skills around engaging with their kids' schools and staff. "Language Skills for Your Child's Classroom" was the course she just finished, NESL 203. The next class is "Engaging Your Community." They are 4-week classes. The courses cover everything from talking to your child's teacher, joining the PTA, talking to a principal about bullying, etc.
- Katie thought that it would be great for Julia to present her work to MLEA (Katie had shared her presentation on the curriculum from the SEA meeting last spring) because the children whose parents are taking these classes are going to be coming to us and joining our English classes, and this is a great way to prepare them for college, if indirectly! Julia says that research shows that parents who engage help their families, students, the community.
- She said the class just did a lesson on what the language is around students' post-high school options. Amy Brown came and talked about Middle College, and parents were excited to hear about it. Parents are sticking around to sign up for more ESL classes. Long term, it will have so many benefits!
- Small sample size, but exciting results—students by and large feel *much* more confident about having conversations about their children's schooling and future options with school officials!
- Amy praised the sabbatical project as being a gift to the community. It's great also to feel your impact. Julia noted that even just leaving class with a friend is a significant achievement.

5. New Chair for MLEA Needed, 2024-2025 or 26

- Katie announced that she will not be MLEA chair next year—she is taking pre-retirement reduction in workload, starting in August. She initially agreed to do one more year of the next two-year term thinking that she would go on sabbatical for the second year, but that did not work out, and she made this decision instead.
- A little history of the MLEA committee—a sub-committee to SEA, it used to be the Basic Skills Task Force, most recently co-chaired by Michelle and math's Ashley McHale, and then when SEA was created, Ashley went with Shawn to chair Basic Skills as a subcommittee to SEA. Then, we changed the name to MLEA given the state's move away from basic skills and the legislation imperatives, changed the charge, and Katie became the chair of MLEA and co-chair of SEA.
- It's important for whomever takes this on keep up with AB705, AB1705, and AB928 developments, facilitate the work of math, English, and ESL. Beyond that and supporting the

Director of Equity and Success, the job is flexible to adapt to the needs of the disciplines involved and to the students' needs.

- Please contact Katie and/or Amy if you are interested in taking on the position.

6. DSPS/Counseling Update

- Chris: Tasheela has been coming to support students in Emporium. Kristy commented that when Emporium is slow, she has been coming over to concurrent support classes. She introduces herself to students and offers support. Jennie is excited to have her start in the fall, and they will all be in-person classes. Amanda said that Tasheela is looking forward to starting relationships with students fresh, at the beginning of the semester. Chris said that as DSP&S is hiring student assistants in the future, they can look to expand this type of support. They can also look for students with math skills. Categorical funding would help them hire assistants.
- Kristy remembers traveling to Texas to see an academic coaching program, and they had these great tri-fold flyers. Tasheela can reiterate what she is offering with the tri-fold. Amanda would like to see these. Amanda met with a student who said Tasheela's help was valuable, but Amanda is looking forward to having more materials to offer the student assistant and the students.
- Amanda confirmed that Joel sent on info about NENG 215 and ENG 115, so counselors will pass this on. Amanda had forgotten that it could be for ENG 4 and 7 as well. She may send an email to counselors about this. The stand-alone section might be a great choice for them, but any are open.
- Amanda updated us on PCN 15 discussions; she talked to Joel about it since the last meeting, but they will need to think more about how PCN 30 and that course content overlap. Jin is sharing that students really need study skills. Joel said that decisions to stop offering PCN 15 were made not because of the quality of the content, but because of low demand due to its not aligning with Gen. Ed., desire to keep students' units down, etc. Now there is no more Area E, which PCN 30 satisfied, so Joel wonders if the 3 units will have the same appeal. Would 2 units be better? Would the learning communities like it better as 2 units? The PCN 30 is spread around multiple modalities, so we would need to take away one of those modalities to offer a PCN 15.
- Amy came back to the subject of tutoring—a professor noted that they had 10 DSPS students in one class and said it would be great to have someone embedded to help them. Amy wondered if professors could request embedded coaching down the road if they met a certain threshold of students, or could we suggest students meet with someone outside? Some professors want to serve that higher need in a better way.
 - i. Chris responded that having the conversation is worthwhile, but the expectation of students should be the same. Instructors can see accommodation plans of all students now. Can we supplement? Have intrusive coaching? We can have that conversation, but we should be careful not to create a “resource”/“special day class” environment. College courses provide support through accommodations.
 - ii. What are the needs of the class? Coming to 1AEX classes has been a way to reach students and support instructors. Collaboration can happen around differentiation. Categorical funding could help “supplement, not supplant.”
 - iii. Not all coaches are trained to be tutors at this point, but this could develop. This is also helping returning students who are on probation.

- iv. Chris adds that this is not an approved DSPS accommodation that would go on someone's plan. Rather, DSP&S is recognizing the needs of students coming in at all different levels of preparedness and trying to address it in a creative way. Student has to allow us to offer this kind of coaching.
- v. Some students have parents who are very involved and want to continue this level of involvement and sign students up for a given service—no. The DSP&S relationship has to be with the student.

7. Math Success Project Update

- DegreeWorks: Completed over spring break. For everything that is Fall 2024, So-Jin is still waiting for the changes from the curriculum specialist, but all of the math stuff that should be in there is in there. Craig went in and updated CCC Apply. Elle is working hard to try to get the Guided Pathways things done. Some of the EBCAN versions of the math were missing. Should all be published by the end of this week—So-Jin did not have accurate information outside of what Craig provided, and getting it has been a struggle.
- He met with IT: Coding that shows up in Degree Works at the top, which shows the student's math placement, is updated, but it's in a system that is not live yet. So-Jin and Noel (Chabot) are working on the meshing of two systems—lots of equivalency stuff, correcting of information, and figuring out the best way to display it. Once the switchover happens in June, so it's public and becomes our main thing that everyone's using, the code verbiage will change. For Guided Pathways, he hasn't looked to see if the output has been updated. Liam did it and showed it to Craig on a development site, but Craig tried it and it wasn't quite working, so Liam is checking on it.
- They are going to be looking into whether in a page of Banner, where our CCC Apply information would traditionally be, to have a column where math courses are identified with programs. If this works, we could have it be on the dashboard in CRM Advise, to say if the required English or math course for the program has been completed.
- Joel and Jared have been updating the change of major process and form. In general, it will go through counseling as required by AB928, and they will work with the student to make sure they're on the right pathway. It will go to financial aid after them. They'll be able to say if they're a transfer student, if they decide no on ADT, why they will not opt to do the ADT (this is for audit). Then it will go to A & R, they will update the student's major, and it will get put in.
- Very close to the end! He will be curriculum chair in the fall.
- He thinks we don't want to opt into the state's filtering—this would order AA-T's first, then AS-T's, then AA's, etc. This would be true also if one filtered through pathways (meta areas). It would be too hard to find the degrees. The state is seemingly going to allow, in the future, filtering for the other options of ed. goals. However, we can't go into the program and say whether that one should be transfer or not, though—there are 10 options under ed. goals. The state would just turn this functionality on and off. We need to decide what category a major goes in, so we'll see.
- Kristy noted that she had a great meeting today with Joel, Jared, Kristen Whittaker, and David Reed. The need for an MLEA dashboard to come up with information about who are our students? What are their majors? What classes have they completed or not completed?, DI yes or no column to prioritize engagement, seemed clear to them. This will be important for subsequent "Through the Gate" studies. Kristy told them that this is directly tied to what Craig is trying to put into Banner,

and they seemed to get it, though Craig commented that he is not an IT person so asked them to figure it out!

- Craig logged into DegreeWorks to show us how it works. There is the recommended math course for a program like Art History that pops up. However, once students take any transfer-level math course, that will pop up instead as having been completed. He next did a “what-if” analysis for a program that has a required math course: Business. Degree Works will *not* show that the requirement has been met unless it’s one of the required courses. What is “hidden” is that three other courses besides the primary recommended one that will satisfy that requirement; once the requirement is met, DegreeWorks will update.
- Katie asked about Degree Works’ showing of CSU Breadth requirements. Craig says that it defaults to CSU breadth, except maybe for biology, which defaults to IGETC for STEM, confirmed by Amanda. One student was recently using another pattern, and So-Jin had to do something for them in Degree Works so that CSU GE would show up as their major by default because they wanted that rather than either STEM pathway.
- Kristy asked about supports for math and English showing up. Craig confirmed that math support and whether it is required or not will show up. Katie told him that NENG 215 is recommended, not required, for under 2.5 GPA, and this will start in fall. Amy clarified that it is in the GSP now. It should be aligned. Craig thought that this would pop up here as well. Jennie asked about whether it will always say “recommended” even if it is required. Craig replied that he wanted to make the language consistent with AB928, and it also makes it easier on So-Jin to have the same language.
- Craig noted that the legislator behind AB928, seeing how campuses have deleted anything below calculus, even if other programs may need those courses, is concerned about the interpretation of the law.
- Craig called out everyone who has helped so much: Joel, Jared, Kristy, So-Jin, Elle.
- Kristy hopes that we might have student user groups to see how all this is working.
- Craig noted that others are thinking of adding critical thinking classes that add the 5,000 words of writing.

8. LPC Open House, New Hawk Day, ESL Orientation and Registration

- We will see each other at New Hawk Day!

9. May meeting

- “Regularly scheduled” date and time: 3:15-4:30 pm

10. Good of the Order

- Kristy asked about how quickly the Director of Equity and Success position will be filled. It would be good to know for committee sign-ups for next year.
- Michelle heard there was going to be an interim and was asked to do it but passed. 😊
- Katie reminded people to let her know about chairing MLEA.

11. Meeting Adjournment

- 4:32 pm.