



STUDENT EQUITY & ACHIEVEMENT COMMITTEE MEETING AGENDA

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.

Equity Mission Statement

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

Equity Operational Definition

Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at center focus.

Committee Membership: 17 Quorum: 9

5 – Administrators

- TBD
- Amy Mattern
- Nan Ho
- TBD
- Dr. Jeanne Wilson

5 – Faculty

- Segal Boaz
- Brian Hagopian
- Jill Oliveira
- Kristy Woods
- Library Representative Vacant
- Jin Tsubota

5 – Classified Professionals

- Vacant
- Vacant
- Rifka Several
- Amanda Ingold
- Liz McWhorter

2 – LPCSG Representatives

- TBD (post elections)
- TBD (post elections)

3 – Non-Voting Members

- Catherine Eagan (co-chair)
- Rajinder Samra
- Shawn Taylor (co-chair)

Friday, May 18, 2023 | 2-3:15 pm | Location:

<https://us06web.zoom.us/j/83767382840>

Agenda

1. Student Equity Plan (Interventions)

2. SEA Budget Impact (Changes)

- There will be no decrease in the SEA budget, but we will also not have an increase. This is good, though salary increases, increased again by 4% in July 2023, will cut SEA's budget. The budget will be robust enough to accomplish our main goals.

3. Jin Tsubota (tutoring/new construction)

- Regarding our big move into 2100 this summer, he realizes that we are supposed to be coordinating support, and we'll now be under the same roof, yet we don't seem to have any place where this coordination happens. Currently, it is happening informally, perhaps in SEA, MLEA, etc., but *ad hoc* coordination is not ideal.

- Jin feels like he does a lot of the coordination, which could be fine, but if he gets sick, as happened last semester, that is not good to have everything relying on one person. (Stuart and Aubrie jumped in.)

- Katie asked what division the support services will be in. BSSL was the answer. She pointed out that just being in the same division or building doesn't mean coordination is happening. Should this happen in some division meeting time? This is also a problem for interdisciplinary programs like global studies, she noted. She was also concerned that not answering this question would negatively impact the work/life balance work that the campus will be doing.

- SEA could help, Shawn noted, but he wants to bring this to Stuart. (He will also mention to Amy as this is moving from her to him.) SEA can be a sounding board, but it probably shouldn't be the place where coordination happens.

- Kristy commented that the issue of coordination of support services is bigger than what division they happen to be grouped under. For the student experience to improve, we need a cohesive, coordinated, well communicated student support plan. That is bigger than any one division. Maybe once a semester, these groups—library, RAW, Tutoring, Smart Shops—would come together with concurrent support, Math Jam, Computer Center, and perhaps others. Would the VPAS call this meeting?

- Shawn noted that if we are going to do effective equity work, we have to get rid of the silos. Learning Communities should also be in this. Patricia Gonsman in health. Cassandra in the market, EOPS, etc. Student Services has a big once-a-semester meeting, but there has to be a way to get all support faculty/staff together. Even just knowing whom to call and putting a face to a name would help. A list of primary contacts would also help.
- Kristy commented that Student Services does a better job of coordinating their holistic supports. A lot of work goes into coordinating concurrent support between mathematics and tutoring, and relationships help, but having a system will be crucial as enrollments increase.
- Shawn likes to think of it as the student support journey. Students get into crisis mode and don't know where to go, so teaching them to ask concrete questions and helping them know where to go is important.
- Jin was exploring the idea of SAO coordination with another faculty member. Should we look at each other's SAO's? Are we even using them? Or is this a Caring Campus thing?
- Liz, as SLO specialist, said that perhaps we should start this conversation with Chair Rosen. She will send an email.
- Shawn made a list of support systems. Kristy says that the new Canvas sites we've been working on won't go live in the fall, but they should be up by spring 2024. The whole support and belonging platform is like a "Choose Your Own Adventure." Then it will respond based on student's question, for example "Where is a quiet place to study?" This will make things easier for students who now have to search the website, scroll through cards on the website, etc.
- Shawn thinks it could partially be addressed in app. Do we have the correct prompts entered in the correct areas?
- Rajinder noted that the deans' meeting might be a place to discuss this coordination because the VP's are there, too.

4. DEAIB Professional Development

- Shawn has visited 16 other colleges to talk about their equity work, and they often have a professional development library, even if small. They also often have a login system where faculty can count time spent reading professional development materials against professional responsibility hours. There will be a small questionnaire for each thing. Helped people be more invested because they could do this work at their own speed. They also put a significant amount of their money towards professional development—they are at 83% or so with people costs, and we are at 96%. He is going to be working on a professional development website this summer.
- Katie shared her conversation with Kali about their reading list for equity in assessment—library guide? Canvas shell? She wasn't sure how this would be logged as professional development, but perhaps modules in Canvas?
- Shawn asked LMC to send him their system so that he could see how the tracking works.
- Should we bring other colleges here to help us? No hotel costs, Katie commented, and David ran out of professional development money. We could collaborate with employees, and it might be more easily applied to our local situation in real time. Segal commented that more faculty and staff could attend, also. Shawn noted, however, that people did not show up for Karen Buckley, the comedian for DSPS. \$15,000.00 was spent, and 35 people came. Segal noted that we should spend town meeting time on this. Katie noted that we have always argued over town meeting, but

it must be valuable. Just announcements and presentations with no discussion are not a good use of time. The checks and balances of professional development are always tricky.

- Nan commented that social learning component of professional development is really important, whether break-out after speaker or Communities of Practice. Nan noted that equity of access to these opportunities is really important, for classified, too. She noted that alignment with things that are already going on is important. This happened with signing up for webinars and then not attending. The times may not make sense, or we're busy. Shawn asked about the college hour, but Nan noted that we have never had a College Hour. Nan and Katie remembered that for a while, town meeting was one hour, and then we would do something else in a break-out, but sometimes people would leave. Katie wondered if we could have the participatory activity in town meeting first at 2:30, when administrative assistants are taking roll. Shawn noted, however, that one needs to build up to an interactive activity, so the middle of the meeting might be better. Nan noted that GP work around student schedules might translate. What is our staff "pathway" to make it more possible for us to do this work, to build community?
- Shawn wondered if we are providing PD that the highest number of people can attend and actualize. This would be a good way to plan. What will give the most people the most amount of initiative and tools to enact change? Chris Crone is working with Tim Druley, and we will have software to help with dyslexia. Jill said that attending an impactful Universal Design workshop long ago had this orientation, and she was able to use it right away. Katie noted that Communities of Practice do this: very focused, group is learning things and then immediately applying them. If you don't have that way to focus, it is easy to fall back into autopilot and take each day as it comes and not integrate the new PD. Shawn noted that equity is cultural change, and it's also hard to see if it's worked. Nan suggested making 2023-2024 Equity Year with bimonthly events co-sponsored by SEA and one other group each time. Shawn—limit the jargon, but create the practice. Tailor towards particular discipline or division so that people are walking away with things they can use right away.
- Segal wondered about joining forces with Chabot and sharing costs and having a bigger audience. Shawn is in touch with new person, Salem. Chabot gets 70% of equity funding, yet our outcomes are better! We need to get at least 10% more. Shawn will be talking with the person who makes this funding decision in a couple of weeks. Salem has different background in DEIA, so that will be a nice complement.
- Strain is real, particularly for Gen X who are taking care of kids and parents at the same time and then feel pulled in all kinds of different directions at work.
- Potential meeting times for this work: Third Mondays at 12:30 or 1 is not on the shared governance committee meetings schedule. Kristy concurred that having a year devoted to equity would encourage us to pull back on things that are not as important right now. We need to give something to make this happen. Shawn said that "Students First" required adequate training to meet students where they are. Students online and in the "COVID generation" require a certain kind of connection, empathy, and compassion that will be different. Not everyone is good at that, as is evidenced by Maxient. Should we have SLOs for our staff PD? What we want from them, what we want to give them.
- Nan noted that mission statement should filter what we are doing: how will a particular activity achieve equity by changing the impacts? Flip the mission into a "how." Expected outcomes could

be behaviors, perceptions, increased comfort level in having discussions. We need a ROI—what can we look back on and say that it has changed? Shawn agreed that this would help people feel less overwhelmed by what seems to be a new “ask.” Nan clarified for Jin that to reduce overwhelm, people need to understand what they will take away, how it relates to mission, equity, etc. It’s like having 30 objectives in a COR but having only a few SLOs. Faculty and staff need to be able to draw line between activity and result. Jin agreed that clear alignment with the mission statement would help. Shawn agreed that mission has ready-to-go language that will guide us with equity work—we aren’t reinventing the wheel. One faculty member commented on being interested but feeling like they need a way in. Shawn noted that this all needs to be institutionalized as opposed to money dependent. Chris noted that this will help students connect the dots, if we are unified in focus. Accessibility is all of our responsibility. Students are moving between two campuses, and he is talking with his counterpart at Chabot about that.

5. **Equity Best Practices Knowledge Base**

6. **What is our “Big Reason?” Taking action while avoiding burnout.**

7. **23-24 AY**

- These 3 agenda items flowed through the discussions above.

8. **Julia McGurk (ESL)**

- Her presentation, [“LPC ESL: School Matters Program”](#) reflects a direction the ESL department is pursuing based on data on their students. They noticed that many English learners in high school are on IEPs—double the amount of native speakers. Many adult learners are at LPC because they want to learn how to help their children, and her sabbatical project wants to empower parents to help their children succeed in the K-12 system—language skills for parents improve our communities, helps kids, ideally helps pipeline to bring those children to LPC when they graduate. This is not happening at the adult schools or libraries, and she also worked not to duplicate efforts. This is a good time due to coming out of COVID, population changes and influxes (for example from Afghanistan).
- She worked with the IR office’s help (David Rodriguez) to survey teachers and parents. All of her meetings showed a lot of enthusiasm for a program like this. Then, she met with districts and decided to focus on Livermore. She had a much bigger response than she anticipated! 43 teachers when she had a goal of 10, 189 different language learning parents when she had a goal of 189. She asked teachers about what their students’ parents needed, parents about what support they would want. Topics would not only include how to help children succeed in class but how the US educational system works and what children’s options are after graduation, how to volunteer, how to talk to the principal about difficult issues like bullying, how to use school websites, how to find resources for children, how to find English classes in their area, etc. Data indicated need for a program like this, whether as voiced by teachers or parents themselves.
- Julia sees this program as aligned with our LPC mission, to connect to the previous discussion. Shawn invited Julia to talk with him this summer about writing a grant to help with this work. Shawn noticed that in his previous work, he would have a parent meeting, and the most popular topics were how to help your child with homework and how to praise them! Segal asked what Julia is doing next—creating classes? Julia confirmed that she has created a new non-credit program called “School Matters.” 8 hours each class, stackable. Pilot those classes in the fall, curriculum will be on board by spring. Oral communication classes are also in high demand. She

re-did all of those classes, created an advanced level also. 12 classes and 3 new programs are going through curriculum.

- Shawn mentioned ESL guide for public speaking. Katie was very interested in PIE chart. What does it mean that teachers think parents need to learn more about supporting their child and parents don't answer in the affirmative as highly. For English or even the campus at large, thinking about what we think students need versus what students think they need would be good. Julia noted that this process, because it's rooted in equity, will require constant reevaluation.
- Shawn noted that this is the exact type of thing that will become part of the fabric of our college as opposed to an addendum.

9. Adjourn

Fall 2023 Meetings:

September 21

October 19

November 16

December 21 (tentative)