



# STUDENT EQUITY & ACHIEVEMENT COMMITTEE MEETING MINUTES

## 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

- Joel Gagnon
- Amy Mattern
- Christopher Crone
- 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

- Director of Communication
- Britney Hernandez

### 3 – Non-Voting Members

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

Monday, October 16, 2023 | 2:15-3:30pm | **Location:** RM 1006 or ZOOM  
<https://us06web.zoom.us/j/81784533783>

## Minutes

1:20 pm

### 1. Temperature Check: Video of Campus Altercation between students over Israel-Hamas conflict.

Millions of people saw the video online, so Dr. Foster is getting a lot of emails. Shawn Taylor checked in with us about how we were feeling and updated us about response to one student, efforts to find the other student, right to peacefully protest as well as responsibility to not engage. Number one priority is to keep our students safe. Internet exacerbates everything as well and endangers students. Dr. Foster sent a letter to the campus.

### 2. Alternative Academic Calendar:

<https://districtazure.clpccd.org/altcalcommittee/progress.php>

- We were visited by Jason Ames, Comm Studies and FA Grievance Officer for FA, Chabot. He is Alternative Academic Calendar Committee Co-Chair. John Mullen, a district consultant, and our David Rodriguez from the LPC IR Office also attended. We are now assessing liabilities and benefits and doing outreach to administrators, faculty, classified, students. The committee is working with the idea of a 16-week calendar now. There will be 5 open forums in October and November.
- A [slide show](#) was reviewed, and committee members were invited to share more written thoughts on a [GoogleDoc for the AACC](#). For more information, consult <https://districtazure.clpccd.org/altcalcommittee/index.php>.
- Questions for our committee:
  - What equity concerns does a compressed calendar raise?
  - What questions should we ask students in a survey that is tailored just to them?
    - Katie asked about equity concerns with the current calendar. Jason confirmed that all comments are welcome.
    - Segal shared that while her department is aware of the positives of a compressed calendar, they are concerned about logistical concerns. They are worried about space concerns, having to cut classes that already have long wait lists. They worry about the impact on student completion. Also, if there are earlier or later classes offered, she wonders about the impact on students' and part-time faculty members' child care. Her last concern was that her department was offered an example of an online class, but they don't offer online courses, and for the in-person class example, the

transition time was reduced, but she can barely make it to class on time as it is and wouldn't want time to help students after class to be reduced.

- Shawn wondered about DSPS and their extended time accommodations and how a compressed calendar would affect that. Jason confirmed that this issue has been raised at Chabot.
- Julia shared that ESL used to be on a compressed calendar as a discipline, but then they were forced to go to a regular calendar. Since they have 6-unit classes, they did have to give shorter breaks, accommodate testing, etc. Since losing the compressed calendar, she sees that they lost students; ESL students have to assess and do a number of things before class starts. They are operating on their children's schedules, and they will wait until their children start class before coming to sign up for classes, but by that time, it's too late. ESL students are in various DI groups that we are concerned about.
- David raised impact on students, noting that he was a first-generation college student at Chabot. He struggled initially at Chabot and Cal State Hayward and worried about impact on students' schedules and on students who are working, especially those that require labs. (He was a chemistry major.) He noted that having more free time to meet other students, study, etc. is valuable. Course success rates overall on compressed calendars are not ever disaggregated for DI groups. Most of them are aggregate success rates, not persistence, degree-attainment, etc. Also, comparing ourselves to institutions that are not open access is not appropriate. Aggregating the minutes lost and the study time might really impact students who are facing challenges.
- Katie shared that in English, level of exhaustion for students persisting through a very long English class might be too high and we may lose people. However, that is just a hunch. She asked if community colleges were set up to be 18 weeks because there was a theory that students needed more time. John Mullen shared that community colleges came out of K-12, which was actually K-14. In the 1970s, the community colleges were separated out, but the new BOG kept the mechanics and called it FTES instead of ADA. In the 80s and 90s, more community colleges took the opportunity to bring their calendars more in line with colleges and universities, and more of those are 16 weeks. A great number have transitioned, and more and more colleges are transitioning. Katie also noted that when leading trips abroad, consolidating with other colleges groups was harder because other colleges end earlier; she wondered about how ending later impacts getting summer jobs.
- Shawn wondered if having a larger gap between terms would lead to more student drop-off.
- Rajinder said that LPC used to be on a quarter system 30 years ago. He was a Chabot student then. Regarding the survey, he said that as of Fall 2023, about 56% of students have a transfer goal. For equity reasons, the survey needs to break down the results by educational goal. We might get a lot more students answering the survey that are transfer—they're younger, more engaged, more often full time.
- Julia wondered if some of our survey questions might help students think about how they would benefit from longer, from shorter. Asking them what they prefer.
- Cassandra shared some student feedback, and it has been mixed. Some want extra time off, and others wondered about their work schedule if classes were longer. Other

students wondered about managing multiple classes with extended class time and if they would be more stressed and have more work to do.

- Mahi Bath, attending for Britney Hernandez, the student rep. for LPCSG, wondered about students' ability to participate in clubs or other activities. She wondered whether reduced time for courses would impact textbooks or the curriculum in any way, how students would manage child care.
- Jason commented that a question about jobs on the survey would probably be important.
- Segal wondered about the wording of questions for students—if you just ask someone, “do you want a shorter schedule?” their first answer might obviously be “Yes!” without thinking through the details. Wording of the questions should be given care. Jason confirmed that the committee is working hard on wording and are working with IR offices on both campuses.
- The AACC resources page does have sample surveys that other colleges have done.
- Shawn commented about organizational impact of extended class time—cafeteria, campus safety, etc.
- Jin Tsubota commented on whether concerns of student employees have been taken into account. Jason thanked him because he had not heard that question before.
- David shared challenges with asking students something that we haven't fully defined and they haven't experienced. The changes in behaviors are hard to anticipate. With the quarter system, the courses are repackaged to have a different amount of content, so burden is not as great. He notes that a lot of community colleges seem to go to a compressed calendar when there is a financial downturn. Regarding classified and custodians, he wonders about how more facilities use will relate to cleaning time. Also, Flex Days will have to happen before the semester—will the closure of campus make students turn away if coming to register late?
- Mahi mentioned more student government events—if classes are longer, will there be a drop-off for how many students participate in those events? Also, drama productions?
- Jason thanked us again and invited all to contact him or VC Rowland.

### 3. Adjourn 3:05 pm.

#### Fall 2023 Meetings

November 16

December 21 (tentative)