



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

- Julia McGurk
- Brian Hagopian
- Jill Oliveira
- Kristy Woods
- Library Representative Vacant
- Jin Tsubota

5 – Classified Professionals

- Ana Del Aguila
- Terrance Thompson
- Rifka Seval
- Amanda Ingold
- Liz McWhorter

2 – LPCSG Representatives

- Jacky Carrillo
- Nezhin Hasanly

3 – Non-Voting Members

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

Thursday, March 17, 2022 | 2:00 p.m. to 4:00 p.m. | Location:
<https://cccconfer.zoom.us/j/93453286627>

Agenda

1. **Call to Order**
2. **Move Toward Equity-Mindedness (See Attachment)**
3. **SEA Spring '22 Priorities (differentiated learning and equitable group work)**
4. **Sub-Committee Report Out Process (revisited)**

Spring Semester 2022 Meetings

- April 21st
- May 19th

Shifting Towards Equity-Mindedness and Institutionalization

2018-2022	2022-2025
Transactional	Transformational
Compliance Oriented	Community Driven, thoughtful, meaningful, reflective
One and Done	Fluid and Dynamic
Race-Neutral	Race-Consciousness
Standalone Plan	Inform other Institutional Plans
Compartmentalized Funding	Braiding of Funds (Trenza)

A Shift Away from “Activities”

- No “one-offs” or disconnected equity activities
- Go far beyond student services and into the classroom and curriculum
- Leverage existing work and build efforts (and consensus) across campus
- [A Note] Systemic inequities demand systemic responses

How the '22-'25 Equity Plan will be different from previous plans

Metrics that support:

- Alignment with Guided Pathways and Vision for Success
- Accessibility and standardization, all colleges having the ability to use the same data via the dashboard (available middle-end of March)
- College’s ability to identify student populations experiencing the most disproportionate impact

Use of DI to Support:

- College plans that center and prioritize student populations experiencing the most disproportionate impact for each metric
- The understanding that when we direct efforts to address the inequities for the population experiencing the most disproportionate impact, the efforts will benefit other student populations.

Equitable Group Work

Dr. Robert Thomas (SFSU) was hesitant to give me his exact plan/method for equitable group work, but he did give me the primary sources he used to create his own way, some gleaned from successful k-12 practices.

- "Equity in Cooperative Learning Classrooms" <https://complexinstruction.stanford.edu/about/Equity-in-Cooperative-Learning-Classrooms>
- Equitable Group Work (focusing on Mathematics) <https://www.mathagency.org/groupwork-dynamics>

Differentiated Instruction

K-6 Principal Delgado (Cleveland Elementary, Oakland) provided the following resources to adapt/amend for college students:

- <https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/>

See Graphic Below

16 Differentiated Instruction Strategies

www.educatorstechnology.com

1 Create Learning Stations

Provide different types of content by setting up learning stations — divided sections of your classroom through which groups of students rotate.

2 Use Task Cards

Task cards allow you to give students a range of content. Answering task cards can also be a small-group activity, adding variety to classes that normally focus on solo or large-group learning.

3 Interview Students

While running learning stations or a large-group activity, pull each student aside and ask them questions about their learning and studying styles. That will help you pinpoint the kinds of content that will meet your class's needs.

4 Target Different Senses Within Lessons

When applicable, appeal to a range of learning styles by:

- 1- Playing videos
- 2- Using infographics
- 3- Providing audiobooks
- 4- Getting students to act out a scene
- 5- Incorporating charts and illustrations within texts
- 6- Giving both spoken and written directions to tasks...

5 Share Your Own Strengths and Weaknesses

Explain — on a personal level — how you study and review lessons. Share tactics that do and don't work for you, encouraging students to try them.

6 Use the Think-Pair-Share Strategy

- 1- Ask students to individually think about a given topic or answer a specific question.
- 2- Pair students together to discuss their results and findings.
- 3- Have each pair share their ideas with the rest of the class, and open the floor for further discussion.

7 Make Time for Journaling

A journal can be a tool for students to reflect on the lessons you've taught and activities you've run, helping them process new information.

8 Implement Reflection and Goal-Setting Exercises

Have students reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask students to write about their favourite topics, as well as the most interesting concepts and information they've learned. They should also identify skills to improve and topics to explore.

9 Run Literature Circles

This helps auditory and participatory learners retain more information. It also encourages students to shape and inform each other's understanding of readings.

10 Offer Different Types of Free Study Time

It benefits students who prefer to learn individually and attends to different learning styles. Examples of free study exercises: provide audiobooks with relevant materials, create a station for challenging group games, maintain a designated quiet space for students to take notes and complete work...

11 Group Students with Similar Learning Styles

Grouping students based on similar learning style can encourage collaboration through common work and thinking practices.

12 Give Different Sets of Reading Comprehension Activities

Consider evaluating reading comprehension through questions and activities that test different aptitudes.

13 Assign Open-Ended Projects

Give students a list of projects to find one that lets them effectively demonstrate their knowledge. Include a clear rubric for each type of project, which clearly defines expectations. Doing so will keep it challenging and help students meet specific criteria.

14 Encourage Students to Propose Ideas for Their Projects

Encourage students to take their projects from concept to completion by pitching you ideas. A student must show how the product will meet academic standards, and be open to your revisions. If the pitch doesn't meet your standards, tell the student to refine the idea until it does.

15 Analyze Your Differentiated Instruction Strategy on a Regular Basis

Analyze your strategy by reflecting on:

- 1- Content: Are you using diverse materials and teaching methods in class?
- 2- Processes: Are you providing solo, small-group and large-group activities that best allow different learners to absorb your content?
- 3- Products: Are you letting and helping students demonstrate their understanding of content in a variety of ways on tests, projects and assignments?

16 "Teach Up"

Teaching at a level that's too easily accessible to each student can harm your differentiated instruction efforts, according to Tomlinson. Instead, she recommends "teaching up." This eliminates the pitfall being stuck on low-level ideas

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