



MLEA MINUTES (draft)

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) Student Services and 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)
Dean (1) Academic
Acad. Services Classified Professional (1)
Assessment Specialist (1)

March 28, 2023 | 3:00-4:30pm | 1003 or
<https://us06web.zoom.us/j/99187950462>

Agenda

1. Call to Order

2. Review and Approval of Agenda, Editing of Feb. Minutes

3. Student Tutor Recruiting

- Jin Tsubota shared data from the Tutoring Center: while students seeking math tutoring beats out all other tutoring at 26%, 59% of students come there to study. Chemistry is the next highest at 5%, English at 2% (106 students), and ESL at 2% (136 students).
- The success rate for students who used tutoring was 67.2% in past years, but in Fall 2021, it was 79.3%. The students withdrawing also went down, of course, from 16.2% to 12.7%, but the reduction in students not succeeding was the most impressive, from 16.6% to 8%.
- The persistence correlation was equally impressive: for all LPC students, the persistence rate from Fall 2021 to Spring 2022 was 69% persisting and 31% not persisting, and for students visiting the Tutoring Center, 88.7% persisted and 11.3% did not persist. While we know that students who are already doing better may seek tutoring, it's important to note these statistics and get more students into a relationship with tutoring.
- Jin pressed the group about the importance of hiring. He showed how the number of students applying has lessened, and students leaving after spring is also a problem. Some students drop out in the middle of the process because it is so long. Ideally students can tutor math and/or some STEM subjects. April 9 is the due date, and he hopes to hire 21 more tutors. He doesn't want students to be filling out applications during spring break. He has had a tutor create a form that automates some of the hiring paperwork. <https://forms.office.com/r/WhmGVsdM6T>
- Chris commented that he is hiring student assistants in the DRC, but he also wants to send them to the tutor training class. If we know someone who is already hired, that makes things even easier. Jin says that having a single faculty member reach out to a single student is the most effective, and sometimes they have received multiple nudges from different people. Katie encouraged everyone to reach out to their 3 best students.

4. ESL funding for AB705; ESL update

- Leslie updated the group on the ESL assessment. There are not a lot of choices, but something is being developed by Accuplacer. The writing and listening portions are not going to be allowed. Leslie reached out to 15 community colleges to learn who is using Accuplacer, and very few people are. Some are using GSP, some are not sure of what they are doing. It all

seems very fast. Three tests are probationary, and she just got the link from Miguel Alvarez to check them out. The current assessment they are using expires June 1. Katie pointed out that anyone who wants to register after June 1 needs to have something.

- Dr. Foster will be funding ESL for AB705 this next year, which has not happened before, so that is great. They are in innovation phase but will soon face the “hammer” of the state telling them what to do.
- They decided to deactivate ESL 1A. Julia’s survey work in the community shows that students want advanced oral communication. Students who already have careers want practice communicating. ESL does not have enough FTEF to offer everything. Program is growing in the middle: high beginning and low intermediate, so they had to make difficult decisions on what to cut.
- Michael Peterson wonders what the enrollments are in advanced levels, and he wondered if more students in the middle will grow enrollments in advanced classes later. Katie pointed out that some of those students have come and will come to us. Leslie says that they are re-building their program. Now, her two top levels have 8 and 9 students.
- Joel commented that counselors see two types of students who want ESL. One is the type of student whose goal is language learning, and they are happy to start at the bottom and go through all the levels. The other type is the student who want to transfer and may start in ESL at the intermediate level, and they will start to learn about how the system works, learn that they might be able to pass 1A or 1AEX, and they will stay on the English route. Those mid-level ESL students, then, may not go on. Leslie agreed but commented that most of their students want to learn more English, for example professionals. At our college, it does seem that fewer want to transfer, but Gabi commented that the big commitment required by six levels causes students who visit her to ask more questions about the English track. Katie said that it is tough because once they get to us, they may have language challenges that we are not well equipped to help them with. Katie mentioned the accordion model that reduces time to complete, and she asked if the state is pressuring them to shorten the path.

5. Ellucian Advise Proposed Communication Flow

- Kristy noted that the communication flow document is a living, breathing document.
<https://www.dropbox.com/s/ks7fkwtz0pur7n3/Communication%20Flow%20Plan%5B85%5D.pdf?dl=0>
- Goal would be to be able to have a conversation with district about what we would like to see as they are building and phasing out technology. We don’t have a say but hope that this is an avenue to collaborate with them. We’re not sure what the phased approach would be, but this is what we’ve asked for. This was developed after listening to all kinds of stakeholders—this is not just a GP thing.
- Ellucian Recruit would be help students along their pathway from expressing interest in our college up to and including when they start to enroll in courses.
- Pink boxes are automatic communications, for example if they haven’t yet logged into CLASS-WEB, a positive message goes out to explain why one would want to do this and how to do it.
- Blue boxes are “pull” options. Some students are more highly likely not to complete the steps—pull that information, look at it, and then reach out to those students in a targeted way.
- Ellucian Advise helps students after they have enrolled. Tutoring, LPCSG, would work to get out information about special events like the finals’ tutoring, this software wants to make it easier to push things like that out.

- They have milestones developed for short-term or certificate learners, not just typical transfer students.
- 2nd page is what counselors and other people would want to know about the students on their pathways. For example, who is on probation, who hasn't enrolled in the next class. Who pathway students are in terms of math, English, ESL.
- We can now pull information from Canvas, don't need mid-semester reports in same way.
- We can also find out what happened if students withdrew from a class.
- Katie invited Leslie to think about anything that is missing. Later on, Leslie might help with push and pull messages—we hope district wouldn't do this.
- Jin asked what if any steps can we do right now around the communication plan. Kristy commented that Student Services is now mining huge spreadsheets to try to get this communication to happen. We look forward to that effort being reduced so that we can do more to actually support them. We are also trying to track how successful outreach was. It's going to take us working collaboratively with district to make this happen.

6. "Project AB1705" Draft Plan Review

- Katie provided background on Senate discussion regarding enrollments, which was followed by brainstorming meeting to address the issue, particularly in math, and then Sarah shared that Dr. Foster supported the appointment of Craig Kutil, former math faculty and Articulation Officer, as a kind of project lead to do some of the heavy lifting on getting compliance with AB1705 and AB928 done, and studying our students along the way, so that we can be preserving enrollments. Mostly focused on enrollment and student retention.
- Craig created five categories of initiatives: Institutional Research, Math plan, Guided Self-Placement, 1st-Year Program, Major Flexibility. Craig wants to plan so that we are ready--district cautioning him that they don't want to start on things that are in "phase 2" or whatever, but work needs to start now. Will this be where each college has their own plan, or will it be the same thing for both colleges? Craig wants to help by staying in communication with district and Chabot, also.
- Biggest challenge will be to do things AB1705 and AB928 mandate. If we have to place students in math course that matches their major, for example, but also force them into an ADT, that presents challenges. He is trying to outline the major things we have to think about when a student is going to enroll. We don't want to make it hard on students. How can we interpret the law in a way that causes the least damage and helps students? How can we plan for the state narrowing the interpretation of the law as well? We want it to be easier to change a student's major, but we don't want students' financial aid impacted.
- We then want the system in place when students register for Fall 2024.
- Katie noted that retention is a part of what MLEA does, though it is not actually in the charge. Some of Project AB1705 plan is exclusive to math's situation, but there are places where MLEA has been talking about responding to student needs in English and ESL in some of the same ways as are being proposed for math. She asked Craig if that would be appropriate to look to him for support on those things, and he responded in the affirmative. She then asked if it would be more appropriate to rename the project "Project AB1705 and AB928 Success and Student Retention Project." He said that the committee could ask Sarah about that. He noted that he inserted Kristy's idea of a College Day 2-hour meet and greet between counselors and pathways/programs to talk about what math would be recommended to students. It will be more efficient. He is open to changing timeline if needed.
- Kristy noted her excitement about this opportunity to get things done. It is hard with pathways, for example, to get counselors talking to each other about what they want to do, so this College Day

idea will be great. At the GP conference, there was talk about equity, and we want to avoid having conversations from a math deficit framework. We may need professional development around that. Instead, look at the issue as being student ready. This is a great opportunity for MLEA, GP, other stakeholders to be driving these conversations. This is a change to pull together multiple stakeholders to get this done.

- Katie wondered about assisting Craig—if he broadens the scope, it should not become unmanageable. She will look at it and suggest areas of overlap for MLEA. He noted that he is not creating or advising on curriculum, tutoring, etc. He is just taking the place of the VP Instruction that would normally drive this project. His goal, then, would be to get things we are working on implemented at the district, asking Bruce Griffin when he is ready to implement what we have ready. We need a skeleton for IT so that they can tell us what can and can't happen. There are also things he can do that IT is not aware of as necessary, for example having pre-requisites in the “background,” despite GSP, so that students can't just go in and register for anything they want, ignoring our placement guidelines.
- Michael suggested Craig come to every meeting, whether to talk about boilerplate language, “exit interviews” with students, etc. He also wondered if district is asking for one self-placement for both colleges, one application, etc., or separate processes for both colleges. Craig said that the district did suggest that, but we said no, and Chabot has not initiated anything, and Bruce did not seem to know about AB928, for example. He noted that since they don't agree with AB1705 or 928, it doesn't make sense that they would work with us to comply with the law.
- Joel noted that certain things would require collaboration, for example changing major through MyPortal, etc. He said that he has a good relationship with Student Services folks at Chabot and can facilitate at Chabot. We want to make sure we are not blocking courses—if we approach the law in terms of what has to be in the ed. plan, for example, we might not need major change improvement.
- Michael wondered if students would put their major into the GSP or use CCC Apply. Craig is working on ideas. If they still have to choose a major when they apply, for example, do we want to allow them to opt out at that point, or delay certain things for when they meet with a counselor. How much can we automate and still follow the law?
- Craig suggested coming to every MLEA meeting, Katie suggested he email us with weekly updates. She expressed again her appreciation for him taking this on because we have lacked the administrative wherewithal to make things happen.
- Michael suggested adapting SCFF project work and English call project work to the “exit interview” component of the plan. Katie suggested that interviews could also mention majors.
- Craig cautioned that we don't pull too much into this project on retention.
- Shawn was talking to Kingsboro College in Brooklyn. They have mid-semester check-ins. Students in pathway meet together. They had a 47% retention increase over four years after doing this. Add to Persistence Project? Katie noted that as Craig has said, that may or may not be part of the project he is heading up. Once more is automated, the types of activities that Shawn is talking about can happen.

7. Shared Governance Worksheet

- Katie completed this based on some input she got and our minutes and agendas. She kept everything the same, but the main issue was whether the committee's work was too specific to math/English/ESL. However, she left the membership open to others. The people getting reassign time for AB705 can come as official reps. or come as guests in their capacity as AB705 reps.
- Michael commented on how in previous years, we have had people in other disciplines be very active, so he liked leaving it open. Katie said that the membership just says “instructional faculty,” it doesn't mandate faculty from particular divisions.

- Flex Day session was nice to have because it was driven by non-math/English/ESL people, so collaboration is important, but the meetings might get too far into the weeds for most people. Still, we can invite people to participate in divisions. She hopes it is helpful to faculty in other divisions to come to the meetings, and they might shape the agendas a little differently.
- We talk about retention a lot at our meetings, but it is not in our charge. Certainly, the phrase “student success” implies that, though. Michael suggested “best practices for placement, pedagogy, and retention” might be a good place to add it in. Nothing about student disabilities *per se*, though attention to these issues is implied.
- Michael asked about whether this is a public committee, whether we have to follow the Brown Act, etc. We are a SEA committee, and the co-chair is paid by them, but at least now, we are reporting at Senate. He also wondered if we need voting members. Craig noted that the Brown Act is very strict with when the agenda has to be sent out, everyone who is a member has to attend in person, etc. Katie did make the voting deans academic and student services, and left the additional academic dean as non-voting.

8. Plan of Action for Updating LPC Website Information

- **Outreach team communication—flyers, boilerplate Math/English/ESL language**
 - i. Katie will be meeting with Outreach soon.
 - ii. GP also had a good flyer about supports that was passed out at Open House.
- **How-to video added to Step 5, Steps to Success webpage**
 - i. Clarification that video on GSP has no sound, just shows a person going through steps. It’s temporary. We now have a place where we know we want videos.
- **Report on videos and slide shows and websites on placement and AB705 from local colleges—plan of action for improved placement communication for math/English/ESL.**
 - i. Katie wondered if she should talk to Jared about the video plan given the English Student Assistant Fakhira’s research. Katie will send out an email with the best of the videos/slide shows.

9. Plans for Final Meeting in April: Thursday, April 21, 3:15-4:30

- **Rajinder Samra, proposed data requests**
- **Discussion of leadership of MLEA, AB705 reps, and committee reps for 2023-2025**
- **MLEA chair job description**
- **Project AB1705**
- **Other?**

10. Good of the Order

- Meeting date will actually be April 20, Thursday.

11. Meeting Adjournment