



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)

May 18, 2023 | 3:15-4:30pm

<https://us06web.zoom.us/j/81098080650>

Agenda

1. Call to Order

2. Approval of Agenda

- Amy corrected Katie—webinar on proposal for AB1705 funding is next week, the 23rd. There was an error in registration message, which said the webinar was the 18th.

3. Proposed data requests, streamlining for IR office (15 min.)

- Katie shared data request Google Sheet that committee has been using to establish and prioritize the data needed by English and math to assess their programs and make changes if necessary.
https://docs.google.com/spreadsheets/d/1qllhJZBJ-BMB_nNFZ1BzGFqQpGcrNm2zMAJ_DjS1U-M/edit?usp=sharing
- Rajinder and Katie met to establish prospective priorities. They numbered requests in the left-hand column, discussed potential additions or revisions in the right-hand column closest to the data requests, and recorded potential actions and questions in additional right-hand columns. The column on potential actions is important; Rajinder shared his belief that data that is actionable should be the highest priority.
- Before MLEA began data request discussions, English requested English success rates for all courses for past 5 years disaggregated by DE vs. F2F (Karin Spirn). Please add disaggregated by race/ethnicity and disability.
- Obtaining data to corroborate (or counter) the Vision for Success claim that taking math and English in their first year yields higher success rates for students would presumably be helpful so that we can advise programs.
 - Does it make a difference to take math and English earlier?
 - Does a student's PT vs. FT status make a difference?
 - How are we defining completion? Time to transfer? (both math and English) Time to degree? (might just be English)
 - Compare taking it in their first year to taking it at any other time? Challenge, though—MJC claimed that if students took the courses in their

first year, they would finish more quickly. They compared the first year to 2nd year or after. However, Rajinder looked at the data and found that when one separates out 2nd year and subsequent years, there is no difference. Instead, comparing first and 2nd year would be better.

- Then we would have to establish a cohort—past 5 years, units, etc. Kristy pointed out, however, that we have had too much change for data to be meaningful: AB705 starting in 2019, pandemic in 2020...perhaps running this data now would not be wise; perhaps all we can do given unreliability of data is think intentionally about what variables students should consider when choosing when to do their English and math. In addition, students doing certificate vs. Associate's vs. transferring might have different recommendations.
- Some will meet next week to talk about handouts for College Day to help programs think about when to recommend English and math.
- Rajinder: suggested looking at AS-T completions. We could look to see when they took/succeeded in their English and math courses. Kristy commented that the recommendation that came out of this data would only be to programs that are transfer-oriented.
- Rajinder: if there is no difference between 1st and 2nd year, do we fall back on funding formula if it brings in the most money?
- Kristy: Every program should know who students in their program are; pair math class with major "light-the-fire" class or classes that are popular or have high success to motivate them; have those teachers and the program recommend support when needed, being aware of when the program map is recommending math; and be conscious of the workload.
- Given uncertainty, we ranked this data request lower.
- A request that now rises in priority is to study success rates in math with and without required concurrent support. It was reworded to read as follows: "Success rates in math 30, 34, 39, 40, 47 and Math 1 and 2, Math Jam with and without concurrent supports, fall 2022 and spring 2023, disaggregated by type of DE modality, disability, race/ethnicity, income, foster youth, per equity plan and SEA tracking. Look at students who were recommended to take it versus placed in it? Wait until spring 2024? Emporium? Disaggregate by DE modality." It would be helpful to know if students who followed recommendation had higher success as well.
- Ranked at the same level would be the comparison of success rates of ENG 1A and 1AEX courses participating in spring 2023 pilots (embedded Instructional Assistants) to courses taught by same instructor in spring 2022, disaggregated by type of DE modality, disability, race/ethnicity, income, and foster youth, per equity plan and SEA tracking.
- Just below these in ranking would be the re-running of ENG 1A v. 1AEX data, disaggregated by GPA, type of DE modality, disability, race/ethnicity, income, foster youth, per equity plan and SEA tracking.
- The next request was NGR and W data for English and math, Fall 2022 on, disaggregated. Katie noted that data from pre-AB705 might not be actionable. Perhaps we would prioritize looking at whether supports are helping, levels of success when retaking classes.

- Nan: We do have to keep the IR office's bandwidth in mind. Katie concurred. This conversation about data came out of multiple meeting discussions of what we needed to know. Talking with Rajinder about ways that a data request would have to be shaped to be meaningful, prioritizing, has been very helpful.

4. College Day Math Conversations (15 min.)

- Kristy invited MLEA attendees to Wednesday Zoom meeting (May 24) from 12-1 pm to plan for College Day afternoon meeting to look at program maps relative to when math and English are suggested and whether and when support is recommended.
- Joel asked about what counselors might be coming. Kristy says that GP leads (Christina and Jared) will be looking at ideas *after* this Wednesday meeting.

5. GSP changes for summer (15 min.)

- Amy shared conversation with Simon, interim dean (former English) at Chabot. There has been conversation about unified CLPCCD plan for how students select their English and math classes.
- Joel: Steps to Success and GSP are in CLASS-WEB, so both colleges have worked together to determine language used.
- Amy clarified: Chabot had suggested saying "Select your first English course" or something similar. Perhaps "English questionnaire"
- Joel: Is "select" right? "Choose?" Once we choose wording, we should probably leave it for a while.
- Amy: If we agree on common language, once student goes to campus, it will be language we prefer. It will be on CLASS-WEB and My Portal cards as well. Clarified: colleges are "encouraged" to use same language, esp. as students attend both colleges more than they ever have. However, students do choose a home campus. Chabot doesn't want to use the word "placement" because they still have some below-transfer options. However, Michael Peterson clarified that "select" doesn't work for our math. Those two words do not seem to be the way to go. Amy doesn't like "questionnaire" because that makes it seem like a survey. Counselors need to say "Go to the 'X' and do this."
- Kristy, drawing on a suggestion from Miguel, suggested "To get started, choose your home school..." Amy: Would that be Steps to Success? They are not identical anyway, and eventually they will be customized to student anyway.
- Joel pointed out that way to change college is a small drop-down menu at the top that might be easily missed.
- Amy/Kristy: Perhaps, then, a different landing page would be best. We also don't need just one tab. Joel cautioned that what might sound straightforward to us might be difficult or impossible for IT to do. Nan noted that students just go to what is underneath, missing tabs and drop-down menus totally. Perhaps then landing page does need to be different.
- Katie also noted that language "Choose your first..." won't make sense for students coming from one or the other college or transferring from another community college entirely. Amy clarified that "your first" was dropped. Katie also noted that Chabot has had long questionnaires that ask questions that we are not supposed to ask students, so she does not want to use that word.

“Assessment” makes students feel like they are going to have to take a test.” Joel noted that students coming here for nursing, bio, etc. may also be confused because they don’t understand the pre-requisite requirement. Katie concurred, saying that ESL is impacted as well. These students would be confused. Our English GSP mentions ESL briefly, Chabot mentions ESL more thoroughly. Kristy noted that on Steps to Success page, there are multiple student types. At some point, My Portal will be customizable to know who students are, so ESL student potential confusion wouldn’t happen. Luckily, ESL department does a great job of reaching out to students.

- Michael Peterson wondered if we have data on what language neighboring colleges use—that might impact our decision.
- Amy will follow up with IT. Can we have separate landing pages. IT just doesn’t understand complicators we’ve discussed.
- Miguel asked about removing some of things on CLASS-WEB. There’s a lot of repetition, too many words on a page. Katie will follow up.
- “3 minutes” for choosing course is a little concerning to Katie, but Kristy noted that at least they will be notified of options by email in the future, so they will be able to spend more time. Katie noted that they struggle to find the email, but we will continue to discuss this in fall.

6. Chancellor’s Office AB1705 funding plans:

- Katie looked with group at list of things we have discussed in the past. Amy imported this list into a spreadsheet. She reminded us that we only need to select general categories of activities, and we do not need a budget.
- We should verify the team to decide on categories by July 1. We can decide on most likely funding activities. Team: Amy, Katie, Michael P., Michelle, Nan, Joel, Jin, Rajinder looped in as appropriate. Miguel Alvarez? Loop in students once we develop activities? GP ambassadors? Kristy noted that last day with them is Tuesday of finals’ week. Katie suggested Fakhira Haider, student assistant. Craig said that it is outside the scope of his project.
- After this, we can get into the weeds and start on details of plan and facilitate budget. We will have to submit reports. The amount is around \$431,000.00.
- Amy pulled out a couple of key points from the memo: we have to engage key campus stakeholders, which is a challenge because we will be on break. It should be work already underway or new things, it should leverage other funding, at least 10% should go to professional development, we will have to provide a detailed narrative and data on improvement. IRPE should be involved, which touches back on what we discussed at the beginning of the meeting. Dr. Foster does not want to commit the funding to any new positions.
- AB705 reassign time will already be in this. Michelle mentioned linguistic justice to Amy. The allowable activities dovetail with some of what we are already doing. Much of what we want to do falls into area E, “Other.” Targeted professional development for counselors is also mentioned. RAW Center? Videos, technology, curriculum development...these are all allowed.
- Amy will create GoogleDoc.

- Kristy suggested Community of Practice with science teachers to look at math. An extra office hour for part-timers could be in this funding as well. Michael suggested engaging with professional development committee and using Flex Days to engage with part-timers.
- Reminder: Craig's reassign time is being paid for with Academic Senate funds since there is no official president-elect. 6 CAH.
- Jin would love to have math or English faculty member develop embedded tutoring training material for the tutor training program.
- Amy will check on ESL AB705 funding and whether it comes out of here. We did not decide to develop college-level ESL 1A. Katie asked Leslie about whether an ESL co-req. support model would be of interest.

7. Good of the Order

- Katie thanked everyone for working so hard this year and thanked Michael Peterson in particular, who will be transitioning away from the AB705 reassign time.

8. Meeting Adjournment

Next meeting: Thursday, August 17, 3:15 pm?

MLEA chair for next year: Katie Eagan

AB705 reps for next year:

- English, Michelle Gonzales
- ESL, Leslie Payne
- Mathematics, Kristy Woods and Jennie Graham