



MLEA MINUTES [draft]

Math And Language Equity & Achievement Committee

September 21, 2023 | 3:15-4:30pm | 21103 or
<https://us06web.zoom.us/j/84235104328>

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)

Agenda

1. Call to Order

2. Approval of Agenda and Minutes

3. Membership and Recommendation to remove the “Dean” position from the MLEA Committee (5 min.)

- Suggestion to revise membership so that MLEA membership would have one fewer administrator. Only two deans have votes. It seems ideal to have all three given the nature of the work, but administrators are on too many committees.
- Amy will come to MLEA with Tom and Joel will come to SEA.
- Both Amy and Tom will be voting members.
- The committee voted to approve this change.

4. Welcomes:

- Michelle Gonzales, AB705 rep for English
- Jennie Graham, AB705 rep for Math
- Tom Orf, Interim dean for STEM
- Jessica Romo, new PT LD Specialist!

- Jessica comes from K-12, worked as a psychologist, was a social worker before, has worked with individuals with developmental disabilities for 20 years.
- She will work to assess students, whether they never received a diagnosis or have lost the paperwork from an old diagnosis, consult with faculty, be a DSPS counselor.

5. Check-in on CLASS-WEB GSP vs. Course Selection Discussion (10 min.)

- Katie shared an update on the differences between Chabot's and LPC's placement processes on CLASS-WEB. Joel noted that Miguel suggested having separate LPC and Chabot tabs so that students won't be confused about what placement they are doing, and you won't see unrelated information from the other college. Could it be narrowed down to two tabs? We are unsure of IT implications, and they have lots of other priorities right now.

- Craig weighed in on how AB928 work will affect this. CCC Apply might have CLASS-WEB process embedded in it—they would pick their major, and at least math course would be spit out. After that, they might be recommended to meet with a counselor. Alternatively, as they finish CCC Apply, there would be a prompt at the end of the application where students would have to finish up by picking a math course. We would still ask about whether they had graduated from a U.S. high school, h.s. GPA, etc. Would we also want to allow an “anytime support” class to be added at that time? Jennie said that “anytime support” should be a catch-all for all students.
- Joel was helping students this summer and was struggling with students who couldn’t register for math because they didn’t meet the prerequisite, even though there are really no pre-reqs. He realized that they had not finished Algebra II in high school. There are our most at-risk students, but they didn’t have a code, the support classes were full, and some were tied to other sections. It took a lot of help from Joel to find a class; a student wouldn’t be able to do this on his own. “Anytime support” wouldn’t count. Jennie clarified that they wanted to create the NENG 202C class for students who realize that they need support after registration has closed.
- Jennie says that this is not ideal support for students who needs a lot of help—it’s just drop-in support. If a student is flagged as needing support, they need the concurrent support class. Joel commented that the most at-risk students are having the most trouble accessing the class—hard-linking the concurrent support classes is creating a problem. Joel suggested looking at other options. Jennie suggested that they could potentially cross-list an asynch. support class. It wouldn’t help with the size limitation, but it would be at no scheduled time. However, it’s hard to get students to interact asynchronously.
- Craig noted that program maps will now be recommending support classes, so problem might get worse. However, they are not letting Calc 3 students take it anymore. Joel wondered if people who don’t really need it would be taking the seats, so students who need it are not being helped. CLASS-WEB will say that if they can’t get a support course, anytime support is an option, but math will keep thinking about it.
- ESL students with a major could take the Non-credit, but they don’t recommend math. No transferable ESL classes contribute to a certificate.
- To close, Katie wondered if the district dropped the request to make the language the same for both colleges on CLASS-WEB. They may have moved their energy to My Portal but signalled that they would like to pick it up later. Joel wondered if we can ask them to estimate how long CLASS-WEB will be used. Amy noted that the conversation is bigger than just CLASS-WEB—it’s different in our catalogs, etc. This would be confusing for students going to both colleges. Craig commented that “GSP” will no longer be appropriate language for math.

6. ESL Updates (5 min.)

- Now all classes are mirrored non-credit, except for top 4 that are UC/CSU transferable. Julia created some short-term non-credit classes, School Matters 1 and 2. They also created an advanced oral communication class—students have been asking for this. Also mirrored. Will be very academic. People from the community who are fluent have been asking for more help with communication on the job, etc. They will bring back advanced reading and writing class. Classes are looking good, so that’s great news. She mentioned an updated flyer.
- Amy clarified that the School Matters classes are very short, for parents trying to help their kids.

- Jin asked a question about the mirrored ESL classes: do some students have trouble signing up for non-credit classes? Answer: if they are on financial aid, they have to have 12 units, and these would not count. Student athletes also need 12 units. International students cannot do noncredit at all.
- Joel: the advantage of non-credit is that you don't start accumulating units that will take you above and beyond your 1.5 x the units required for that program. You could actually lose aid later.

7. ENG 1AEX: comparison data with 1A, data per DI and GPA, transcripts of students who also take 1A. (10 min.)

- English worked again with Rajinder to study success in 1A vs. 1AEX. The earlier study had shown us that students in higher GPAs were not doing as well in 1AEX, which concerned us. The new study was much more in-depth, looking at GPA, different kinds of disability, different DI statuses, gender, etc. It still showed that students are almost always more successful in 1A. It reminded Katie of data about developmental classes that was examined in the run-up to AB705—certainly, the extra time helps some students, but in general, students are more successful without the extra unit, so requiring or even recommending it seems unwise.
- We do have new curriculum that we are finishing up putting through right now: NENG 215 would be a professional coaching class that is modeled on Chabot's course; they have had the ENG 115 for decades. This will contribute also to a certificate of competency along with another class, The Craft of the Sentence, NENG 210 (though numbering will change to NENG 220).
- Michelle reiterated that even students with lower GPA, throughput will potentially improve if they are taking 1A. We are also deeply concerned about students who have taken 1AEX or 1A and failed and then taken another and succeeded and then has that F still impacting their GPA. This might also be a great argument for mainstreaming, which confirms data on that being more successful for students. If we put our energies into one class, and driving students to support services, and reworking the Instructional Assistant role, it will likely be wiser.
- Craig noted that common course numbering might force everyone to have similar units and might not allow a 4-unit English course. Only satisfies GE. He noted that someone at the state level suggested faculty were just doing this for increased pay! To automatically articulate things, it has to be the same class.
- Katie and Michelle said that they are working on what to do in this “in between time” before noncredit comes online.
- Katie asked Joel what to do about these students who have both courses. Joel said “academic renewal” could help once they are off academic probation, but it's a one-time only process for anything on their whole transcript. Last year, they eliminated the requirement that the courses have to be 2 years old. Tom clarified that the failing grade is still on the transcript, but there is a note, and it's not pulled into the GPA. Michelle worried that it is so complicated. Joel said that we could work on all students since 2019 who have had a passing grade in one course and non-passing in the other. We could give our pathway counselor this project to work on in their extra time. Katie wondered if it would count for an equity project for SEA.
- Chris noted that there are indeed many supports already here, and students don't always know how to tap into it. We can amp up that piece, advertise it better, etc. Katie clarified that NENG 215 is a formalization of that process—getting students to support.

- Michelle says data show that students with lowest GPAs who went to the RAW Center had high success rates.

8. AB1705 Plan—Submitted! Amy Mattern and Tom Orf Administrative Leads. Plan of Action. (20 min.)

- The plan was due in July, so Amy did the heavy lifting, and we met in July to decide on the general categories of items we wanted to fund.
- We will receive around \$400,000.00, and we will have to report on the money's use—after the first and second year, perhaps, but we are unsure of the length of the funding, and she has inquired. The plan itself was not super detailed. Now, we have to create a very detailed plan of how we are going to use the money. Craig's funding for summer and fall is 4 CAH, so we are now funding the Math Success Project. Jennie's and Michelle's AB705 reassign time will come out of this funding.
- We do have the Google Doc of ideas for what we can do. Amy went through the checkboxes in each category. Now we need to be specific about what we are going to do and what it will cost.
- Amy and Tom are going to be administrative leads. Amy will be in charge of the budget, the fund manager.
- We will not put RAW on here, unless it's an innovation in RAW. Psychology (Ruys) was interested in developing a quantitative reasoning course. CTE math courses were floated—Scott decided not to do it for CTE, then it was taken off as an option anyway. Jin had asked about tutor training. Linguistic Justice Community of Practice was suggested. Embedded tutoring?
- Craig asked about the videos, and yes, we are planning to do that. It will fall under “Additional Investments” or “Communications.”
- She went over everything we checked off. We did not check things we did not think we would definitely do because we would then have to report on it. The plan is here: https://drive.google.com/file/d/1sJsktKCF_Fk_6r_2wfkttlMGgLh_OA2i/view?usp=sharing
- The due date for the Equity Accelerator application, one of the areas that we had checked, has been extended, so we can consider that.
- We will have a smaller group work on this, probably the same group from summer, but let Amy know if you are interested.

9. Flex Day Sessions for October (if Late Submissions Accepted) (10 min.)

- We will wait and see if there is something we want to present in spring.

10. October MLEA Meeting Date (5 min.)

- We will go for a Monday afternoon, either the 3rd or 4th Monday.

11. Meeting Adjournment

