



# 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) 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)  
Acad. Services Classified Professional (1)  
Assessment Specialist (1)

November 16, 2023 | 3:15-4:30pm | 21112 or  
<https://us06web.zoom.us/j/81000683740>

### Agenda

#### 1. Call to Order

#### 2. Approval of Agenda and Minutes

#### 3. CLASS-WEB and CCC Apply Updates (5 min.)

Katie reviewed Craig's [plan for AB 928 and 1705 Compliance](#), shared in draft form at our October meeting.

#### 4. Concurrent Support Check-ins (NMAT, NENG, NESL) (5 min.)

Jennie spoke about how concurrent support in math is going. We returned to a discussion of the challenges of providing concurrent support online through Zoom while the f2f students are in the room working. The in-person students have a communal experience with learning the content and working with their peers while the online students tend to work independently. The online attendance experience is something that math would like to revisit in their Concurrent Support 2.0 revamp. The success rates for all concurrent support students are about the same as if they were in a class with no support, so while that is not great, math is glad to be reaching at least this level of effectiveness because these students are the ones who would have been less likely to succeed. Even better, data shows that students who do take the support classes are more likely to persist next semester as opposed to those who fail and don't take a support class. That is a motivator to keep the Zoom option, enhance it, make it better.

Michelle said that it's kind of a "choose-your-own-adventure" style, they do some skills assignments, and then what? Jennie responded tentatively because she hasn't taught it, but it's a Canvas course that is built for them to go through and pick different kinds of assignments. She is happy to show us a syllabus and talk with us about it at the next meeting.

Katie said that English would be meeting at the end of November to work on 215, so any information would be helpful. Michelle said that so far, English has been trying to understand the course outline and think about content and delivery options.

Leslie said that ESL was initially concerned that the noncredit students in the mirrored class wouldn't take it seriously, but that hasn't been an issue.

The goal of the ILC lab is to practice what they've been working on in class. It's all group activities and with the same teacher.

#### **5. MACC inquiry and High School Alignment update (5 min.)**

Update: Katie connected with Tim Combs, who had reached out to Anne Kennedy for information about AB1705 for the CTE work group of MACC (the Mid-Alameda County Consortium). Last month, we talked about potentially visiting a meeting, but the timing hasn't worked. Katie offered to have them collect questions, and she will create and send a narrated slide deck in response. She offered to visit in February. One thing that came up in the most recent AB1705 budget subcommittee meeting was that we want to offer some kind of embedded LD support in classrooms; having them get mired in adult school pre-req. classes is not what we want. Now we have a LD specialist, Jessica. Chris said that Amanda Caselli attended a UCLA Tarjan Center last week, and they talked about educational and academic coaches, whether with our LD Specialist, student assistants, etc.: exec. functioning, checking in with students, getting them to follow up with tutoring, etc. Amy reminded us that Jessica, as part-time faculty member, could potentially get paid in F hours, but they can't go over their 67%. We could request, for good reason, an overload, but we would have to be cautious about how many times we do that.

#### **6. AB1705 Funding—Plans and Budget (50 min.)**

Amy reviewed our budget discussion from our smaller budget subcommittee group. We have \$431,710.40, which we can spend over 3 years. Katie, Tom, and Amy have been meeting and coming up with initial budget, and the smaller group has dug further into the details of project, hours, people, money. We have highlighted in yellow the "for sure" things that we are working on now. \$62.95 is the F-hour rate now.

- Reassign time for Math Success Project
- Reassign time for English and math coordinators
- Reassign time for a counselor
- Potential increase in time for current coordinators
- Counselor Assistant II for interventions with students, classified professional—some challenges of hiring people with grant money, temporary positions...Amy and Joel will meet to discuss this.
- Funding to Dr. John Ruys to create a contextualized psych. version of stats class: research, curriculum development, course materials. We will work on a standard for curriculum development for grant.
- Smart Shops—asynchronous workshop courses, additional reassign time, perhaps additional faculty members helping with this as well.
- Concurrent Support 2.0 in math, Jennie and Kristy will talk about this more.
- ENG 215 meetings, implementation
- LNRS course development vs. embedding of LD experts in course
- Communities of Practice for English and math—Linguistic Justice one will start soon
- Jin and Lisa Marie in tutoring talked about need for expertise in tutoring, now teaching, math. Idea of Lisa Marie attending conferences, both of them attending the math Community of Practice, whether we could get a temporary on-call person to help Lisa Marie while she does this learning, whether we want a math person paid to help them to this research. Katie asked if LJ training for tutors would help as well. Jin said yes, but noted that the tutor training curriculum is very generalized. If there was a good way of plugging in focused, asynchronous tutor training that works well (and it typically does not, so be forewarned), it would be great to start differentiating some of the training that tutors get.

- Video plans: These would be professionally produced videos; Chip Woerner had given me a quote, examples of videos done by someone who has already worked for LPC. These would be in GSP (we could only have them click on a link to go outside CLASS-WEB to watch a video. Topics: ENG 1A what to expect and the benefit of 215 support; ENG vs. ESL choice video to complement text on difference between the programs; information on how to complete transfer pathway if one starts in ESL (though Leslie and Julia would have to think about it more—for small group that knows they want to transfer but need ESL and international students); math concurrent support videos, RAW and Smart Shop videos, etc.
- In Communications category:
  - We might also closed caption videos in different languages: what are most common languages at college, in the ESL program specifically?
  - Marketing, social media posts, promotional items...
  - Website updates to support Tim Druley, etc. We can think more about what we really need with websites—new sites, big overhaul? If small things, he might rather do it over time by himself. Jin contributed that a school calendar might be really helpful. It's hard for students to manage multiple platforms to get a tutor. Perhaps Tim could get a school calendar going.
  - Outreach calls—math is again interested. English used a student assistant to do some of that last fall and will do this again this fall. Michael Peterson noted that doing the call project earlier, for example soon after census, would be helpful as opposed to waiting until drop deadline. Katie did finally get data broken down by DI status; Joel said that it's hard for IT to produce it, certain things often get left off. Katie wonders about IT infrastructure question—perhaps Ellucian advise will help? The Guided Pathways demonstration project noted that students can have attribute codes to help with this, but that is not necessarily something that the students want—they don't always want to think of themselves in this DI category way. Katie recommended that math hire a student assistant if they want to do this again. If we hire additional students beyond work-study, we would have to pay them the full rate, \$15.50 an hour or so. Focus groups with students, help for IR to do focus groups, would have to be budgeted.
  - Katie wondered if IT would want to hire a contractor, but Amy noted that they tend to want to handle things on their own. If we have something big and time-consuming, we could then ask them if they need more capacity. Joel agreed and noted, though, that Ellucian Advice build-out is happening, so work with SEA to make IT help to get attribute codes applied to student Banner accounts, and then Ellucian advise is used to raise the priority of the student in the dataset per certain risk factors. David Reed is user support specialist for build-out.
  - Regarding data requests, we have so many of them that we are wondering if we can use these funds to add to IR's capacity. Would they want more hours, would they want to hire a consultant? Katie noted, though, that calling data comes from IT/Tamica. Success rate data would come from Rajinder. We prioritized last semester, and that helped.
- Training for RAW tutors, including related to Linguistic Justice. Also tutor techniques—we shouldn't assume that teachers know how to tutor. Michelle noted that when she was doing Smart Shops and RAW, they only had money for training when they had grant money. It's good when we can invest in training. LJ could definitely be a focus area, and Michelle created some materials on sabbatical. Katie asked about considering Instructional Assistant training; she did it in the past with LPCF money.

- Improving HyFlex delivery of concurrent support—technology improvements? It’s on Zoom. The OWL technology is not amazing. Do some research to find better HyFlex experience. Would IT do the research in conjunction with Scott? Students on Zoom and in breakout rooms are often hanging out, waiting for help. Jennie has three laptops in her actual HyFlex class so that she can monitor the breakout rooms, but concurrent support is different. It provides student with flexibility, certainly. Michelle worries about HyFlex given data about how well or poorly people multi-task! Jennie has heard negative comments from students who have given up HyFlex and started coming to campus. A challenge right now is having to indicate HyFlex in discipline plan, but small changes will be fine.
- In closing, Amy noted that we have priorities and can delay some things until later. We need to get moving on what will happen in spring. Katie said that we’ll then need to space things out. Jennie asked when details for building out projects is needed. Amy said that money is not intended to cause stress—we can start with one thing at a time or take more time and figure everything out. Things are already moving because we are paying for coordination. Amy just reminded everyone that we can’t move things forward on a dime; need paperwork.

**7. December MLEA Meeting Date (5 min.)**

- Katie suggested 2<sup>nd</sup> Monday.

**8. Good of the Order****9. Meeting Adjournment**

Next meeting suggested date/time: December 11, time TBD