**MLEA MINUTES**



# 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 and Student Services)  
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)

**Math And Language Equity & Achievement Committee**

February 22, 2022| 2:30-4:00pm | via ZOOM  
Meeting ID: 926 3666 6532  
Passcode: 957281

**Agenda**

1. **Call to Order** 2:32 pm

Present: Katie Eagan, Mike Sato, Michael Peterson, Kristy Woods, Leslie Payne, Amy Mattern, Jin Tsubota, Joel Gagnon, Gabby Discua, Stella Del Rosario, Jackie Carrillo

Absent: Shawn Taylor, Miguel Alvarez, Nan Ho, Chris Crone

Guests: Rajinder Samra, Erin DeBakcsy

1. **Review and Approval of Agenda (All)** Mike, Gabby
2. **Review and Approval of January 25 Minutes (All)** Jackie, Mike
3. **Report on Math and English alignment meetings (Kristy, Katie)**

Math:

Met with math department chairs, instructors, coaches in Tri-Valley. Requirements for diploma are now being lowered—only 2 mandatory years of high school –Alg 1 and geometry only, Alg 2 and above optional. We shared that we will no longer be offering Alg 2, so there’s a disconnect Not aligned, which upset a number of folks.

However, LPC did share RP group data that students are still more likely to succeed in transfer-level math w/o Alg. 2: we have support, various modalities of instruction, meet students wherever they’re at. Even for BSTEM, regardless of whether they have passed Alg 2 or not, they are still more likely to succeed according to available data. Still, this data assumes that they have at least attempted the course. Kristy hopes that data will coe out. In the meantime, infuse as much support as possible while they are taking their math classes. We encouraged h.s. folks who don’t have Alg 2 to come to LPC for coursework and support.

English:

We have been working on the transition to English 1A for a while, so there was not as much surprise that 104 was going to be deactivated. We continued to discuss how they could support students’ readiness, we did talk about the success rate for 1A going down somewhat, we spoke about 1AEX, about trying to develop new curriculum to support those students. Erin shared some information on advanced ESL courses that are transferable. Erin has been doing outreach for ESL. “Full implementation” of AB705 recommends placing ELL high school graduates in transfer-level English, but this may not be the best option for all students—more research is to come, I’m sure! We do not at this point have ESL-targeted support for 1A. Students who are not graduating high school proficient in English may decide that doing a couple of semesters of ESL is a good choice. We commented that it would be nice to have ELL and ESL instructors at future alignment meetings. We also shared Michelle and Kisha’s Next Level English and Blackness X English work. We had a range of comments, on one end getting really excited about the potential for better writing from students if they can bring their voice forward, at the other end worrying about correctness and not preparing students for other classes. The high schools are adding more coursework with diverse writers, a course on social justice in literature, etc. We talked a little bit about some credit recovery happening at LPC in the summer, and they were surprised because they have spent a lot of time revamping their credit recovery. We told them that there is not credit recovery for English at LPC this summer, just math.

Katie wondered how long these meetings had been going on and how the meetings are funded. She remembers the meetings being sparked by changes to the adult school and the need for alignment, and then the MAC meetings started. Kristy noted that common core was also an impetus for meetings. That would make sense that only math and English were included, then, but it would be great to have ESL.

1. **Report on Math and English GSP Plans (Michael, Mike, Katie)**

Math—

Presentation on GSP math changes:

<https://docs.google.com/presentation/d/1inusBuFZJdcELSWKiHfnbdYp-ftDRRcHpO134uUpWj4/edit#slide=id.g10043265edf_0_137>

The 2018 guidance for requiring co-requisite support used 3 high school GPA bands. In different bands, support “strongly recommended” for the lowest, “recommended” for the middle, “not required” for the top. The bands for BSTEM were a little higher, and it also included highest math class taken. By September 2021, they had found a strong correlation between higher GPA’s and highest math class successfully completed. For students who did not complete Algebra 2 in high school, the “highest intensity of additional support needed, including holistic support for non-academic issues.” For students who successfully completed only Algebra 2 in high school, and with at least a C-, a “moderate level of additional support required.” If students completed beyond Algebra 2, additional support optional. (Erin noted that some schools don’t use those names for math classes and call them “integrated math.” Michael explained what course correlated to what.) Given the lack of mention of GPA in the 2021 data, Michael wondered about student with a 2.0 GPA in high school but with calculus under their belt. He showed a shaded chart that placed GPAs on the rows and highest math course taken on the columns, and shaded the columns differently depending on whether support was required, recommended, or optional for the different math options: BSTEM, SLAM, and calculus. In other words, they are trying to find a compromise between the 2018 and 2021 data.

Amy asked if this was based on self-reported GPA, and Michael confirmed this. Does it put a registration block on courses without support? Yes. Michael noted that LPC still requires that students show their transcript if they are saying that they have taken calculus. Michael said that if one takes the GSP today, you won’t be required to do the support. It has not been implemented yet.

Kristy said, in reply to Erin’s question about whether, when students self-report GPA, they are made aware beforehand of the placement cutoffs, that math will take the highest placement, whether course of GPA, and that will inform whether support is required, strongly recommended, or optional. It’s more liberal than the RP group recommendation because of that.

Jin wondered if more embedded tutors would be needed because more students will be in concurrent support, and Michael confirmed that.

GSP

<https://docs.google.com/presentation/d/1lKHkR2x3NaKYyWDMxFGrIHbCiwK5IkcWWOxDOZdy9dQ/edit#slide=id.g1102c2b6b50_1_0>

These slides show how the final recommendation messages have been changed. Michael used a lot of the text from Chabot’s GSP so that it might feel easier for students. Joel noted that a lot of reading is involved, and Joel wondered about a summary slide, which we went back to. Michael offered to come to March 4 counseling meeting. Kristy also said that they could make individual SLAM and BSTEM slides if that would be easier. Joel thought it was good as is.

English—

We met on Feb. 11 and are closing in on some final decisions. We want to get your feedback on not requiring 1AEX for the lowest GPA bands anymore. This is going in the opposite direction from math, though we have a very different model where the co-req. is bundled with the 1A into one course. Students would just be choosing to take a co-req. or not. Mike contributed that we are still planning to heavily use the guidance about GPA, but since the 1AEX has an extra unit, there is some concern about being in violation of SB1440—students might run the risk of being forced to take over 60 units just because of the 1AEX requirement. Giving the student choice would correct for that issue. We are also interested in exploring the outcomes if students make their own choices. We all feel that GPA bands do something that is valid, but we still are seeing students in both classes that could be switched to the other class. Perhaps if students are given the choice, then they may take into account some of the more subjective things like motivation. Katie noted that the success rate is also going down, which of course may be due in part to the pandemic, but it’s still concerning. We want to pay attention to the success of the students in the lowest GPA bands, but at the same time, the distinction between a 2.49 and a 2.5 is pretty ludicrous. We want to describe the differences between the two classes in ways that inspire confidence. 104 will be gone, so this is just a choice between transfer-level courses. We are using words like “you might prefer a class where you have more time on task,” for instance, or “have more time for practice.” We will provide a link that shows the different kinds of work that one would do in a 1A versus a 1AEX class—1AEX has a lot more scaffolding. We will no longer need the workload comparison chart, which compared 104 to 1A/1AEX. We’d like to eventually have a more robust process with videos, student testimony, etc.

We also noticed that the Assessment website has changed significantly, and the GSP information for math and English might be hard to find for students, so though we understand that the priority in revising it was likely ESL and chemistry, we wonder if we could make the GSP information more prominent again and if students could potentially come to Miguel for guidance or a counselor. We hope to have a work-and-planning session this summer where we will nail down some co-req. course ideas that we already proposed in curriculum but need to revise. Since we do not have a TOP code related to English skills, and we can’t just pay for a Word Jam like Cañada College, we need to research on how people are offering English jams, what they look like. Perhaps student study skills around English would work. Kristy has described a Jam time where students can get support right as they are about to go into their classes.

Amy said that she and Joel would talk with Miguel because they were very focused on ESL with initial website revisions, but maybe now more attention should be paid to GSP again. Even if on the left menu bar it said “English and math,” that would be an improvement. She also noted that a dean from Cuesta called her, asking about how we found requiring the co-requisite. They are not seeing students opt for their co-reqs. Also, sometimes the courses that are left are the linked ones, so students end up in the course with support when they don’t want or need it. How do we know how many to offer if it becomes optional? Fewer students will opt for it. At Cuesta, they verify GPA, so all students are automatically opted into the co-req. support until they verify their GPA. Katie noted that we are one of only a few colleges where class is all bundled into one, so it might be somewhat different, so perhaps marketing a bundled course might be easier than marketing a co-req. that is an additional course. Students also might not want to place themselves in something “lower” as opposed to just picking an alternate model. In Katie’s 1AEX, there have been a number of students who were eligible for 1A. Also, there are certainly strong writers without strong student skills, and they sometimes chafe at the extra practice.

We are also wondering if we want to keep the 1AEX. Students are all together, and it’s a robust environment, but it’s challenging, because since data show that only half will be successful the first time, it can be a drag on the energy of the class. Also, students may benefit from having multiple levels in a class because the weaker students rise to the challenge when they have stronger students. We also don’t know if we should have an ESL sidecar or if ESL will have ESL 1A as an option.

Rajinder contributed that his gut feeling, corroborated by Chabot’s experience holding open seats for students who enrolled really late, that the success rates were a disaster because the late enrollers had very similar challenges. Homogenous group of students, perhaps not students who are really good at English. You can learn from other students. Maybe the students would feel more comfortable asking questions of other students.

Katie wants to learn about how other colleges have managed to keep the same instructor. In English, what they have to work on is very tailored to the English class.

1. **Report on ESL outreach (Erin DeBakcsy)**

Leslie presented a couple of months ago on who our ESL students are, and Erin will now present on who our students might be once she sees the fruits of her recruiting!

See the presentation at <https://www.dropbox.com/s/3t625wfii23897h/LPC%20ESL%20Outreach%20Efforts%20to%20SP%202022.pptx?dl=0>

* ESL has a new logo! Enrollment is down, so she wanted to increase accessibility and visibility of program. This is hi-res, and colors consistent with website and LPC colors.
* They changed the homepage for the website—there was a picture of swim team, not ESL students!
* There is a “contact us” button. This links to Google form where students can click on a few boxes that ask for information they need and can ask questions. Before, they had the coordinator’s email address, but that required students to create an email. This information is in a spreadsheet, 70 respondents so far, all of whom Leslie has contacted!
* Katie asked Erin to talk about open houses a bit—December and May. They do a presentation exploring classes available and how to get started. This used to be paired with an application and registration workshop. They also do campus tours. They also recorded it.
* Erin also updated the flyers so that the levels are less confusing.
* She was the chair of the Tri-Valley ESL work group for MAC, and they made some wonderful partnerships with area adult schools, libraries, La Familia, etc. The work groups are now suspended, but she is continuing bi-monthly meetings with that old group. They are sharing information about enrollments, placement changes, warm hand-offs. The next meeting is 3/24, 4-5 pm, Zoom. She also extended the outreach to K-12 parent organizations, Middle College, organizations like Muslim Communitiy Center, Korean Parent Association, and Chinese-American School. She was also thinking about more vulnerable populations: refugee aid (MCC), International Rescue Committee, Keeping our Promise; UndocuAlly @ LPC; Tri-Valley Haven, Love Never Fails; Santa Rita Jail, RISE (Restorative Integrated Self-Education).

1. **AB 705 Implementation Transition Plans (All)—Wishlist?**

Katie will postpone most of this until the next meeting, but Amy and Joel did help us finish our transition plan, and one part of it asked us to check various supports and commit to what we wanted to do. Mike, Michael, and Katie’s work on Flex Day presentation will also be focused on what faculty can do to support students’ math and language development in their content classes. Joel confirmed that they checked most of best practices. Katie would love to use this committee to do more work dreaming about all the supports that our students would get to succeed in these classes and we would get to effect the heavy lift that it takes to help these students be successful. Can we distribute the load more evenly across the college to help these students succeed? We do have tutoring, IA’s, etc., but could we do more, like what is done at some colleges with Ambassadors, or what we do with learning communities. It would also be great to share best practices in pedagogy more widely. The transition plan list asked about “high challenge/high support equity minded teaching practices, with the goal of achieveing stronger, more consistent, more equitable pass rates. Do people feel like this committee would be a good place for that?

Mike was interested in this vision, that some of the learning that happens in English and math becomes distributed a bit, so that every class is a little bit of an English class, and that could support success rates, not only for us, but for everyone.

Could we have Communities of Practice?

More next time!

1. **ASCCC Questionnaire Plan of Action (All)**

It is due at the beginning of March, so it’s coming up quite quickly. Some of the questions are quite sophisticated, and we may not have the data. Rajinder commented that the survey is very long and unfocused, and IR has required reporting that it has to do now.

Katie asked if we should respond to Sarah and ask whether we have to do it. Rajinder did note that it is optional. He will talk to Sarah tomorrow. The timing is tough. Mike noted that they say they want to write a paper, which sounds good, but Katie commented that the haphazard data collection isn’t good if you want to write a paper.

1. **Good of the Order (All)**

Stella shared the good news that Shawn Taylor has helped the AAPI student interest group to secure funding. They may invite guest speakers, or pay the students who have been participating and helping out with the programming.

Joel reminded people that he will serve as conduit to communicate to counselors about changes, and also field concerns if counselors aren’t getting a given message right, particularly around placement. He agreed that the assessment website could stand more changes and invited us to work together. Leslie and Julia will present to counseling in April.

1. **Meeting Adjournment**

4:02

**Recording:**

https://cccconfer.zoom.us/rec/play/Pa6mSQRRcIh14-DXLMQwkiuK8bQPUw1utyWmMcrKRcnB6Cl4JEyTVR4P9ToDvIOtkNmVa\_LfUkFoPJoC.WYub-DWzGkyt3Pa2?continueMode=true&\_x\_zm\_rtaid=bzOstZM2RhKW-n2TqxyPHA.1647651971720.5bde610964d6e6f4ad366f37510efd78&\_x\_zm\_rhtaid=323

Excerpts from Chat:

14:35:42 From Kristy Woods (she/her) to Everyone:

That was my memory too from last year's discussion.

14:45:15 From Amy Mattern to Everyone:

Faculty Lead for ESL Outreach!

14:52:18 From Michael Peterson to Everyone:

https://docs.google.com/presentation/d/1inusBuFZJdcELSWKiHfnbdYp-ftDRRcHpO134uUpWj4/edit?usp=sharing

14:56:18 From Kristy Woods (she/her) to Everyone:

Algebra 2 = Intermediate Algebra (our MATH 55 or 50 level)

14:57:04 From Erin DeBakcsy to Everyone:

Do tri-valley K-12 schools have integrated I-III? (then pre calc)?

14:57:49 From Kristy Woods (she/her) to Everyone:

It is actually a mix between the districts what they are doing.

15:00:47 From Catherine Eagan to Everyone:

Yes, and did the registration block ever happen?

15:00:49 From Jackie Carrillo to Everyone:

i think the support really helps especially as a student who never got to pre-calculus in high school

15:01:11 From Erin DeBakcsy to Everyone:

When students self report GPA, are they made aware beforehand of the placement cutoffs?

15:03:35 From Michael Peterson to Everyone:

https://docs.google.com/presentation/d/1lKHkR2x3NaKYyWDMxFGrIHbCiwK5IkcWWOxDOZdy9dQ/edit?usp=sharing

15:04:56 From Kristy Woods (she/her) to Everyone:

Our rule is to take the highest data piece (GPA or highest math class - whatever is stronger) and consider it when considering if math support is required, strongly recommended or available. Support can be taken in the week before the start of the semester (Math Jam) or during the semester (concurrent support). Noncredit or credit option for the support.

15:06:37 From Kristy Woods (she/her) to Everyone:

We can separate this one color slide into a SLAM and BSTEM slide

15:07:45 From Michael Peterson to Everyone:

https://docs.google.com/presentation/d/1inusBuFZJdcELSWKiHfnbdYp-ftDRRcHpO134uUpWj4/edit?usp=sharing

15:08:32 From Jin Tsubota to Everyone:

@ Michael P - I expect enrollment in concurrent support classes to increase Fall '22, correct? Ideally we embed math tutors into those concurrent support classes, correct?

15:09:22 From Michael Peterson to Everyone:

Yes, that would be great! We are currently doubling our number of sections to 12 (splitting into SLAM and BSTEM), so two faculty would be in the room at one time, though sections would be busier. Would love to collaborate with you on this!

15:29:32 From Amy Mattern to Everyone:

I'm sorry, I have to step out. Thanks for all this work and the updates. I'm supportive of whatever English decides to do and happy to help.

15:32:47 From Rajinder Samra to Everyone:

Very nice logo!

15:33:32 From Catherine Eagan to Everyone:

Yes, Shawn is always commenting on the mismatch pictures!

15:35:19 From Stella del Rosario to Everyone:

The ESL home page looks great and is user friendly!

15:43:20 From Erin DeBakcsy to Everyone:

edebakcsy@laspositascollege.edu

16:01:30 From Gabriela Discua to Everyone:

Flex day is March 8th! lol