**MLEA MINUTES [DRAFT]**



# 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)

**Math And Language Equity & Achievement Committee**

September 15, 2022| 3:15-4:30pm | via ZOOM
https://us06web.zoom.us/j/81098080650

**Agenda**

1. **Call to Order, 3:15 pm**

All present with exception of STEM rep; Lara Weidemeyer standing in for LPCSG rep.

1. **Review and Approval of Agenda and Minutes**
2. **Short Reports on post-April math and language work from disciplines (English, Math, ESL)**

**Math:**

* Michael Peterson noted that students are now required to take concurrent support or Math Jam if they are in lower two GPA bands. Numbers have more than doubled in concurrent support—maybe 280 students, though there have been some drops.
* Anecdotal reports of students being unhappy because they feel unprepared for transfer-level math courses. Kristy shared that she has seen students camped outside Ashley McHale’s office because Ashley is teaching the only remaining intermediate algebra course, though to Middle College students. They are begging to get in. Kristy is trying to explain the data that shows they will be more successful. Students are partially reassured by this but continue to fear that the poor grade on their transcript will count as one of their three attempts, affect their transfer plans.
* Kristy wants better technology infrastructure for concurrent support so that students who want to Zoom in can get better small group support and work with students in the room. Students can join any section whenever they need it, but it’s inequitable to expect that they will only get it when they come to campus.
* She also wants to advocate for emergency withdrawal like we had during the pandemic. Katie also noted that students will drop a class if they aren’t earning the grade that will get them into nursing school. There hasn’t been much work on talking to receiving institutions about this huge change. More students will be coming in, but they may not have as high grades, and some grad programs count attempts and W’s, Amy pointed out in the chat that some programs and health professional programs count attempts and W’s. Joel spoke to the extended withdrawal being a Title V matter. If students drop too early, they are not getting the benefit of the whole semester of learning. We need them to stick with it to succeed, but that’s not how students think about it.
* Katie wondered if we want to do a student-facing video that explains AB705 and AB1705 in a way that shows students the data, particularly related to math, and gives them more confidence.
* Shawn asked for a common language around this so that it doesn’t feel as intimidating—less lingo that might make things sound insurmountable. What are our talking points?
* Jin commented that being clear is much more important than being comprehensive.
* Gabriela hears the concern from students. Required support course is great, but when it’s not required, she feels she has to sell it, brainstorm other options. She would love student-friendly blurb that describes differences between Math 47, liberal arts, or Math 27. CLASS-WEB’s section note could even have a short-and-easy description of what concurrent support is.
* Kristy noted that there is a PDF in layman’s terms on the math department website. <https://www.laspositascollege.edu/math/> Even if Assessment website is much better, it doesn’t have a short description. Michael misses the A & R website on “What is non-credit?” but it’s down now!

**ESL:**

* ESL is in innovation phase. However, they do know that they cannot use CELSA for assessment. Writing assessment is still approved, but she is not sure what will happen with it. Amy filled in that assessment tools for ESL were in an evaluation cycle, and then recommendation went to the Board of Governors. Conditionally approved, fully approved, or not approved. They also set a deadline for no longer using particular assessments. The writing sample will also be evaluated because its authorization is about to expire. There is a memo that describes what is going on. A link in the memo includes a link to what assessments are approved. See <https://assessment.cccco.edu/what-is-assessment> and click on List of Approved ESL Assessments link on that page.
* Interestingly, ESL’s in-person numbers are up. Night classes are doing well, Leslie’s lower level reading and writing classes are full, intermediate ones have wait lists. Decline in enrollment is in higher level courses. Students are likely opting for English.
* Their students all want to be back in person. Students are dropping online grammar class. All classes in spring will be face-to-face. Katie asked if students opting for the future 1A ESL would not have to go through the whole program but place at that level. How do we encourage students for whom ESL might be better to do that option? How do we explain what that is, keep them in ESL before they move onto English 4?
* Jin noted that the increased enrollments means that he will need to hire more ESL tutors.

**English:**

* May work and planning session, funded by SEA, focused on 1AEX and 1A students. We explored how to put students in 1AEX in contact with more support, including Smart Shops and tutoring, and how to create opportunities for contact with Instructional Assistants. It’s a small group: 9 sections of 1AEX this semester.
* We decided to create a diagnostic to identify the students who might benefit from early identification and put them in contact with support. 1AEX outcomes are poor, and we are not sure that placement is working as we had envisioned it. Though we would expect students to fare more poorly in 1AEX because they are underprepared, students from all GPA bands are doing worse in 1AEX than they are in 1A. We are running a 1AEX pilot that integrates the following: 1) Principles of the Persistence Project, 2) Pilot, perhaps community of practice focusing on improved success rates, strategic use of Instructional Assistant, embedded tutor, embedded campus supports, a focus on metacognition, study groups, linguistic justice, flipped classroom, library integration.
* We are committed to running 1AEX in fall or spring but will also be developing new curriculum so that we have an alternative in place if we decide to cut 1AEX and have students take 1A with support. One idea is based on a Chabot course called 115 that they have now converted to non-credit, 215. It is an individualized tutoring class where the instructor comes up with a learning support plan with the student. The second course idea is a craft of the sentence class that could be taken as a co-req., but we would have it be a late start—students may realize that they want this extra support, and there’s a course kind of like this from Sacramento City College. We would integrate linguistic justice principles into ours. Right before our May meeting, Katie emailed Jennie Graham about Math’s emporium model of self-paced learning, thinking about whether this would be another alternative for students wishing to take English 1A.
* Amy noted that offering 1AEX in the summer did not initially work because of low enrollment, but she invited students to add Sarah Bummer’s hybrid 1A class, assuring them that tutoring would be available. Only two students out of the 3-4 enrolled, and they did not take advantage of tutoring, but she said that they were two of her best writers. It’s worth remembering that some students who choose 1AEX might not need the extra support in the way we think they do, even though some students need more support than we sometimes feel we can manage. This would be true for some learning disabled students, for example.
* Chris Crone shared feedback that students are coming to the conclusion that 1A is less work than 1AEX, so students who need the extra support might want 1A because they feel like it’s less work. Katie noted that 1AEX is indeed more hours. Concurrent support is hard for English because content for English is so different. Kristy pointed out, though, that concurrent support students just have to show up and do 5 successful learning activities: how to study better, prepare for tests, etc. But still, students feel like 5 things is a lot! Any time you add extra things, it feels like it’s more to students, even though it streamlines their experience at LPC in the end. Messaging is vital. SEA meeting talked about What Is College 101.
* Amy noted that 1AEX not being required has not depressed enrollment. A lot of the sections filled or got really close, and Elena Cole’s HyFlex filled first. Katie noted that now that students are with us, we want to be sure to be serving them and help them be successful. Survey them, learn more about them. All math concurrent support is HyFlex, it was pointed out.
1. **Short Reports from services (Assessment, Counseling, DSPS, Tutoring, Instructional assistants)**
* **Counseling:**
* Gabriela feels like she is hearing the same in terms of English that she reported hearing about mat, that students are not sure about extra lab component and the extra time it will take. For ESL, Gabriela has not seen many ESL students, but thinking forward, she would love to return to ESL orientations. It might work well to have this with the additional program planning sessions that counseling is adding in. Students typically take a little longer in office appointments, and having the special program planning sessions felt like a good alternative or addition, with a nurturing community, students getting support, and the smoothing of the enrollment process.
* Katie wonders if we can make sure that our hard work on improving success for DI students can be extended to ESL students. We don’t seem to be doing as much work as a college to address the needs of ESL students, even though they fall into many of these DI groups. It’s a unique population, and their needs in the classroom, and in terms of applying to the college, are greater. Gabriela commented that taking care of holds on CLASS-WEB, for example, in the program planning session would lessen the likelihood that they would get frustrated and leave the college. Assessment happened then, too.
* Mike has said that assessment one-stop shop had a mix of students, but ESL students were the ones who mostly had difficulty getting their W number. Jeff Lawes, Rachel, helped greatly. The COVID card upload was particularly difficult. The amount of hurdles that the students are facing mean that many of them must leave.
* Amy thinks that we are in a perfect moment to start a shift, hopefully with some SEA funding, and Mike Alvarez in that position, and ESL collaboration meetings with deans, Mike, VPs, would be nice to add Gabriela, so we might be able to direct more support to this population. Rajinder, as a former ESL student, cares deeply about this population, and helps when he runs into students, and he notices in the data that there is an increase in non-residents taking ESL, especially in the non-credit. They haven’t been here a year and a day, so they take non-credit.
* **DSPS:**
* Chris added that for students who have disabilities and need tutoring support, Chris has been working with Jin to bypass the allotted tutoring time allowed per semester. Katie asked Chris about DSPS organizations that opposed AB1705 because they felt students needed 1-2 semesters of remedial preparation. She wondered what data that was based on. Katie remembered that broad DSPS data brush doesn’t show that there are different kinds of DSPS students.
* Katie wonders about CBE for this reason. Would this be a better path for some of these students? Kristy noted that because Emporium is self-paced and mastery program, those who thrive on interaction struggle with it. You can get one-on-one with an IA, but students tend not to. We have a number of DSPS students who have thrived in Emporium, but it is not the end-all/be-all, so some folks who need the excitement of others and community to learn is absent. It feels almost asynchronous, in a room, with lots of folks to help you. Concurrent support provides more community, but we need better technology so that the folks online can truly have a small group sitting at the table. Chris noted that some students are better at self-advocating than others.
* Phase III of Guided Placement will have Lucent Advise, where alerts will be provided when students aren’t doing well.
* Michael noted that AB1705 does give some kind of exception to DSPS students. Michael wonders if AB1705 might give us an opportunity to lean in and help DSPS students. He confirmed that some flexibility was allowed for educational assistance classes. Supporting students in as individualized way as possible is their goal, and they hope to add an LD Specialist to help identify students and run workshops.
* **Tutoring:**
* Katie forgot to solicit information from Tutoring, but Jin has helped English with embedded tutoring, helped DSPS with tutoring maximums, plans to increase ESL tutors. Jin had emailed to say that he feels like there needs to be a rethink of how we describe our tutoring services on the web. He gets a lot of questions from students.
1. **Short Reports from administrators (Deans, Institutional Research, Student Life)**

None.

1. **Concerns/feedback/ideas from LPCSG**

None.

1. **Preparation for Academic Senate presentation on AB705/AB1705 in late September**

Should we back up a little bit to review AB705, and then get into AB1705, so that we can represent the shift in thinking that this involves? Perhaps using our old Flex Day presentation (a trimmed down version of it). Katie will reach out to Lara, since she presented on the Senate floor this summer, to see if she would like to come. Katie will solicit ideas. Michael pointed out that Tracey seems to want an action plan, so we can minimize background on bills. Katie does want to remind people of how many more students are succeeding despite this change. We used to lose students all the time in the pipeline, but we never knew how many because we never kept track of it. Now we know that we’d like more information on NGR-ing students.

1. **MLEA role in SEA’s Equity Report (tabled)**
2. **Flex Day presentation ideas: AB1705, Universal Design?**

Michael feels like it’s really helpful for part-timers. Katie will decide if she can participate. Michael and Mike are up for participating. Good to keep the information flowing.

1. **Notes for next time: researching/visioning MLEA’s contribution to East Bay CAN, K-16 Collaborative (tabled)**
2. **Good of the Order**
3. **Meeting Adjournment**