



STUDENT EQUITY & ACHIEVEMENT COMMITTEE MEETING AGENDA

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.

Equity Mission Statement

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

Equity Operational Definition

Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at center focus.

Committee Membership: 17 Quorum: 9

5 – Administrators

- TBD
- Amy Mattern
- Nan Ho
- TBD
- Dr. Jeanne Wilson

5 – Faculty

- Julia McGurk
- Brian Hagopian
- Jill Oliveira
- Kristy Woods
- Library Representative Vacant
- Jin Tsubota

5 – Classified Professionals

- Ana Del Aguila
- Terrance Thompson
- Rifka Seval
- Amanda Ingold
- Liz McWhorter

2 – LPCSG Representatives

- Jacky Carrillo
- Nezin Hasany

3 – Non-Voting Members

- Catherine Eagan (co-chair)
- Rajinder Samra
- Shawn Taylor (co-chair)

Thursday, April 21, 2022 | 2:00 p.m. to 4:00 p.m. | Location:
<https://cccconfer.zoom.us/j/93453286627>

Agenda

1. **SEA Funding Request Changes (attachment distributed at meeting)**
2. **Student Life Cycle for DI populations (attachment distributed at meeting)**
3. **AB 132 (Basic Needs)/Grant**
4. **22-25 Student Equity Plan**
5. **Housekeeping**
6. **Adjourn**

Spring Semester 2022 Meetings

- April 21st
- May 19th (tentative)

Shifting Towards Equity-Mindedness and Institutionalization

2018-2022	2022-2025
Transactional	Transformational
Compliance Oriented	Community Driven, thoughtful, meaningful, reflective
One and Done	Fluid and Dynamic
Race-Neutral	Race-Consciousness
Standalone Plan	Inform other Institutional Plans
Compartmentalized Funding	Braiding of Funds (Trenza)

A Shift Away from “Activities”

- No “one-offs” or disconnected equity activities
- Go far beyond student services and into the classroom and curriculum
- Leverage existing work and build efforts (and consensus) across campus
- [A Note] Systemic inequities demand systemic responses

How the '22-'25 Equity Plan will be different from previous plans

Metrics that support:

- Alignment with Guided Pathways and Vision for Success
- Accessibility and standardization, all colleges having the ability to use the same data via the dashboard (available middle-end of March)
- College’s ability to identify student populations experiencing the most disproportionate impact

Use of DI to Support:

- College plans that center and prioritize student populations experiencing the most disproportionate impact for each metric
- The understanding that when we direct efforts to address the inequities for the population experiencing the most disproportionate impact, the efforts will benefit other student populations.

Equitable Group Work

Dr. Robert Thomas (SFSU) was hesitant to give me his exact plan/method for equitable group work, but he did give me the primary sources he used to create his own way, some gleaned from successful k-12 practices.

- "Equity in Cooperative Learning Classrooms" <https://complexinstruction.stanford.edu/about/Equity-in-Cooperative-Learning-Classrooms>
- Equitable Group Work (focusing on Mathematics) <https://www.mathagency.org/groupwork-dynamics>

Differentiated Instruction

K-6 Principal Delgado (Cleveland Elementary, Oakland) provided the following resources to adapt/amend for college students:


- <https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/>

See Graphic Below

16 Differentiated Instruction Strategies


www.educatorstechnology.com

1 Create Learning Stations




Provide different types of content by setting up learning stations — divided sections of your classroom through which groups of students rotate.

2 Use Task Cards




Task cards allow you to give students a range of content. Answering task cards can also be a small-group activity, adding variety to classes that normally focus on solo or large-group learning.

3 Interview Students



While running learning stations or a large-group activity, pull each student aside and ask them questions about their learning and studying styles. That will help you pinpoint the kinds of content that will meet your class's needs.


4 Target Different Senses Within Lessons



When applicable, appeal to a range of learning styles by:


- 1- Playing videos
- 2- Using infographics
- 3- Providing audiobooks
- 4- Getting students to act out a scene
- 5- Incorporating charts and illustrations within texts
- 6- Giving both spoken and written directions to tasks...

5 Share Your Own Strengths and Weaknesses



Explain — on a personal level — how you study and review lessons. Share tactics that do and don't work for you, encouraging students to try them.

6 Use the Think-Pair-Share Strategy




- 1- Ask students to individually think about a given topic or answer a specific question.
- 2- Pair students together to discuss their results and findings.
- 3- Have each pair share their ideas with the rest of the class, and open the floor for further discussion.

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
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15 Analyze Your Differentiated Instruction Strategy on a Regular Basis



Analyze your strategy by reflecting on:

- 1- Content: Are you using diverse materials and teaching methods in class?
- 2- Processes: Are you providing solo, small-group and large-group activities that best allow different learners to absorb your content?
- 3- Products: Are you letting and helping students demonstrate their understanding of content in a variety of ways on tests, projects and assignments?


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