

# STUDENT EQUITY & ACHIEVEMENT COMMITTEE

## MEETING 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.

### 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 Several
- Amanda Ingold
- Liz McWhorter

#### 2 – LPCSG Representatives

- Jackie Carrillo
- Nezin Hasanly

#### 3 – Non-Voting Members

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

Thursday, March 17, 2022 | 2:00 p.m. to 4:00 p.m. | Location:

<https://cccconfer.zoom.us/j/93453286627>

### 1. Call to Order

2:05 pm

Present: Shawn, Rajinder, Alain, Amy, Chris, Jackie, Nezin, Jeanne, Jin, Jill, Kristy, Liz, Rifka, Nan, Terrance

Absent: Brian, Julia, Ana

### 2. Move Toward Equity-Mindedness (See Table p. 2)

- Previous equity plan too vague to support concrete action and funding requests, and it felt transactional and compliance-oriented.
- We are now on the 2<sup>nd</sup> year of the 1<sup>st</sup> disbursement, which we will spend and then have some rollover.
- Also, the plan was race neutral—there was a lump for DI, and data wasn't disaggregated. This made it hard to develop targeted responses.
- It also was a stand-alone plan, not integrated into our other documents, like Vision for Success.
- It was also a confusing funding structure
- The new plan asks us to demonstrate what we have done to close equity gaps. We need to track effectiveness with quantitative and qualitative data.
- We will also link our data to data on groups outside of school.
- Next plan will be very qualitative, lots of narrative. We want to capture student stories behind label of DI. Katie noted the book that Shawn promoted over email: S. R. Toliver's *Recovering Black Storytelling in Qualitative Research: Endarkened Storywork*.
- Use of design thinking is great, but we need to track it.
- It will be intersectional, color-conscious. We need to choose 3 of our most affected groups (defined intersectionally) to report on.
- Will be connected to our master plan, will not be siloed. "Braiding" of funds. Will be able to combine funds more creatively, moving away from activities and more towards institutional change. SEA has been 80/20 student services. Curriculum has to be a focus, too. If curriculum does not allow people to be seen, students will not come back. We have to have systemic response to systemic inequities. We have to find out what is working and keep doing it and promote it. Tell the story of

what is happening. “We don’t just make interventions, we make lasting change.” We have to recognize the power we have as administrators, faculty, to make changes. We need to empower people to make suggestions as well.

## 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)

- Shawn meeting with a colleague at Laney that afternoon--Lots of great things happening that are exciting that are shown to be transformative. Let’s do it instead of reinventing the wheel!
- By beginning of April, everyone working on this will have up-to-date information on how this will look; we’ll get super disaggregated info from DataMart soon. We will know 3 most affected groups soon. We can address them in a tailored way, not respond the same for every group.
- Student interviews will help us be held accountable by students we are supposed to be serving.
- Rajinder—what does that integration process look like? Say, integration of GP. Likes integrating with GP better b/c that takes care of Vision for Success. Will invite Shawn to IPE committee, and have integration conversation there as well. Rajinder likes the direction it is going, leveraging what we are doing already. When we change the culture, there’s more of a sense of permanency. Shawn—there was nothing there, outside of financial expenditures, that would stick. If someone quit or left, that institutional knowledge would be lost. Rajinder—one worry is that when one goes into DI groups, state is defining it for us and running the data for us, and we may lose nuance. For example, access—of those who apply, how many enroll? If you disaggregate it, if they apply for a particular semester, even if it’s 3 weeks late, are still included in the denominator. There are differences between a student who applies a week ahead and a student who applies 3 weeks too late. We will also have to drill down locally.
- Kristy—at GP meeting tomorrow, discussing success teams—vision for student success teams will start Fall 22, will be phased in over time. Instead of adding more work on top of everything else, the intent is to have our work shift. So great that report deadline is moved. SEA should inform the student success teams and having interventions be proactive and not reactive, connect students with infrastructure, etc. As we get back-end work from IR, get GP and SEA integrated. Have it be fluid, proactive, and intentional. Shawn—student feedback left out of previous plan. Plan will be certified, but then you can have addendums. Kristy—GP would like to hire students to be on every student success team. Get a diverse group, hard to have \$\$, expand to every pathway. We have heard from community and students that they would love a mentoring program. Our CTE and advisory boards can help recruit some students. Shawn—simplify hiring process.

- Katie liked the idea of disaggregating by disability and looking at intersectionality of disabled students.
- MENA did not make the list, and Shawn heard that the group wasn't seen as big enough, but Southern California folks objected to that reasoning. We can add a group, though.
- Shawn—anyone funded by SEA has to justify funds. How reducing equity gaps on campus? Funding will be a little bit tighter in terms of what is allowable. SSSP and matriculation is completely done in their eyes. Shouldn't be so salary heavy—why is it 92%, they'll ask? Why isn't your general fund paying for those positions, they will ask. SEA is not meant to be used to fund positions that departments can't afford. We will see what this looks like with new governor's budget. These justifications will be collected in October, November, and December for expenditure reports.
- Jeanne—good that we can take a closer look at ourselves, and name the most DI students and connect with success teams, but what happens to those SSSP positions? When does this start, and when should the Business Office know that a funding shift needs to occur? Shawn--If we still want those positions, we might also look at how those positions become more equity-focused positions.
- Trainings are ongoing, so more information will be forthcoming, but that is the impression Shawn is getting. Amy chatted that the general fund is not so big! Kristy chatted that GP funding is over as well. There will certainly be some pushback if we are extremely challenged financially due to this—SSSP and matriculation funding was poorly braided. If the culture shift towards equity is complete, then every position \*will\* be focused on equity. He will push back, however, on anything that just seems impossible to do. Amy—so much in SSSP is reliant on it, hard to imagine how this is going to work! Not adequately compensating for the impact of that merge. Hard to deal with more compliance if not more money. Shawn--the misallocation stories are real, of course. Will it even be the same amount given last census of students, or will funds will be reduced based on population? Lots of warring at the state level. Jeanne responds to Katie's question—SSSP was more like counselors, speciality counselors were a natural for SEA funding, but a general counselor, with no equity focus, has been SSSP. Shawn—take a look at all of our job descriptions and see if they need to evolve. Terrance—job description revisions of course need to go through the union.

### 3. SEA Spring '22 Priorities (differentiated learning and equitable group work)

- Talked to Dr. Rob Thomas about differentiated learning. The provided links are what he pulled from to develop his framework for equitable group work—one from Stanford---“Equity in Cooperative Learning Classrooms,” <https://complexinstruction.stanford.edu/about/Equity-in-Cooperative-Learning-Classrooms> and one from the Math Agency—“Equitable Group Work (focusing on Mathematics),” <https://www.mathagency.org/groupwork-dynamics> These are from K-12, but they are light years ahead of us and the 4-years! Oakland High, Tech, Albany H.S., are doing great things. He is meeting with Albany High next week, who is also doing great things. They have students very integrated and involved in the school.
- Also talked to his friend Delgado, Principal at Cleveland Elementary—he is influenced by the website “Resilient Educator” in the development of strategies for differentiated instruction. students: <https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/> and this chart: <https://www.dropbox.com/s/5da5vg3o9m9tg60/Differentiated%20Instruction%20Strategies.pdf?dl=0>

- It would be great to do a Flex Day conversation. One example of a strategy is to let kids who normally don't have a voice have a reflection time and then share before anyone else. Kristy—this training would be great for tutors as well. Also, professional development needs to be more prioritized, having too much choice on Flex Day doesn't get everyone in the same room. Perhaps some flex day themes would get us to focus in on some important discussions. Shawn—idea should be learning, continuous learning, tune-ups. Jin—notes how we are strapped for time, and wonders what other colleges have done to institute professional development in a systematic way. Peer teaching? An in-service week? What can we do to have more frequent trainings that don't burn us out? Jill noted that some colleges have a compressed calendar.
- Katie—training that is integrated with things we are doing every day—grading, for example—would be so appreciated. We have had sometimes division meeting time, or town meeting time, which is helpful but not institutionalized. Teaching Institute meetings are occasional. Liz mentioned “lunch and learns.” Equity in assessment is hard to do in the moment, and support for the moments would be great. Shawn notes that if we have operating systems, we need to update them more regularly. He will talk to David Powers.
- Kristy noted that she and Alain were talking about equity training in addition to harassment training! Make it bite sized, perhaps alternate?
- Liz noted in the chat that professional learning for Classified and student assistants would be great, too.
- Shawn also referenced his email about needing an equitable recovery. DI populations are wondering whether or not this is for them. The email:
  - “It has been a rough two years and then some. COVID starkly illustrated just how vulnerable and radically interconnected we are. There were those who ordered Uber Eats and those who had to deliver it in unsafe conditions. There were those who were able to work from home and those who had to sit outside of a restaurant to take advantage of their free Wi-Fi. There were those who had big enough living spaces to isolate if someone got sick and those who got sick three or four times because they shared a small living space with multiple people. Some of us lost people. COVID took a lot from us and many of us are grieving.”
  - “We’re grieving the loss of community, identity, progress towards our futures. Many of our students are grieving much more. Students had to stop out to work, to care for family members, or to maintain their mental health. Our students were being pulled in so many directions. They were forced to ask themselves if school was worth it. One former student told me, ‘COVID gave me time to think about my relationship with school. Was it really for me? Two or more years and possibly getting a job? Go two more years and maybe get a job? Or should I just start working now and stack? School is important, but eating is more important. I feel stupid for dropping, but I need to help my family.’”
  - “There are thousands of students, like the one mentioned above, throughout the California Community College system. The question is: How do we get them back? How do we let them know it is worth it?”
  - “As of now, it looks like we’ve been able to (somewhat) manage COVID and we’re inching towards, if not a full-on recovery, but some semblance of normalcy, with the awareness

that there are possible variants lurking about. We have students back on campus, more of us are working on site than at home, and LPC feels like life is being breathed back into it. It feels wonderful.”

- “But, to be frank, it feels a little empty. The question remains: How do we let students know that their time with us will be worthy of them and their futures?”
- “We’re going to have to address more than just their education. We are going to have to vet and implement academic, social, and mental health supports to disconfirm feelings of sadness, malaise, and feelings of inability. A more whole student/high wraparound model is needed if we’re going to get students in, to, and through LPC. Many of us did not sign up to work at a community college thinking that we’d have to deal with mental health issues, basic needs concerns and the like, but our reality is so much different than it was 730 some odd days ago. We have to build equitable conditions for success.”
- “Whenever equity is mentioned in relation to academics, many assume (and I have been outright confronted) that this means a reduction of rigor. Nothing is further than the truth. Equity is about course correcting systems and contexts that are placing unnecessary barriers in the way of our students. Whether these barriers be racist, sexist, class-based, homo or transphobic—we have the power, at every level of the organization, too address these barriers and reduce (or eliminate) their deleterious impacts on our students. To reduce rigor would be the exact opposite of equity as we’d be undercutting and devaluing our student’s abilities. But to be compassionate, to recognize the constellation of factors our students are suffering under, and demonstrate to them that we’re worthy of their time and attention will pave the way for the full and equitable recovery of Las Positas College.”
- Amy said that she appreciated what he wrote, thoughtful message. It feels like right thing at right time. Shawn—talking to his former student at his job made him sad that the student feels like college is not for him. Amy appreciated his note that giving people grace is seen as a relaxing of rigor. People also say that it will be a problem that they are not treating everyone equally, or they will not be getting enough content. Yes, there may be a breaking point where too much is sacrificed, but there are many moments that lead up to that point where one can intervene. Rigor need not be sacrificed.
- Shawn confirmed that he had had a conversation where he didn’t feel good afterwards, so he wanted to send that email. He did not get angry but sat with it and wanted to take the time to explain that reducing rigor is anti-equity because you are taking away the ability of the student to perform at their highest level. Fall is right around the corner, so he wants to make sure that we are bringing students back and sending out the message that we are here for you, not giving them this binary choice of “here or a job.” So many ex-students are struggling with this choice. The Market helps--a basic needs coordinator is in the works, so that is an institutionalized thing that will be in place. He, again, wants to figure out the “best way to let students know.”
- Alain feels that mandated equity training is important so that people stop saying things like equity equals a reduction of rigor, that students who benefit from an equitable approach are somehow unable to perform. Shawn—what does it mean when we are talking about school? If our DI

students have an adversarial relationship with school, how do you rewrite that relationship so that students are excited about going to school as opposed to seeing it as a burden.

- Katie—if we had a training or a community of practice where you are sitting together and grading, with a mindset focused on equity in assessment, what might happen? So often we go to a training, but actually doing the work and figuring out on the ground what that looks like is really hard. Shawn would like us to report on labor-based grading. Katie had a student say that she was trained to be motivated by the shock of an “F,” and even though she appreciates the approach, she’s having trouble motivating. It would be great to get guidance in real time for how to handle tough situations. Shawn—that is where institutionalization starts, that you try things, and then talk about what is working and not working. You also need to talk about words like “rigor” and talk about how they are racialized.
- Shawn notes that “rigor,” “grit,” and “resilience” are racialized words. Is “academic freedom” sometimes a cover for “academic bias”?
- Rajinder—idea of grit feels personal to him. When he and his friends were at Chabot, he felt like he and his friends had to work much harder to get to the same place. \*More\* rigorous, actually, because they started from behind and had challenges that others didn’t! Don’t want to lose sight of students feeling like they are not supposed to be here. Struggling sometimes, compared to other students. We need to acknowledge and address that holistically. We need to give these students what they need to succeed.
- Shawn—unifying message is what you need to succeed. Not taking anything away, not a deficit. Student that Shawn talked to is on an F-1 visa, so he can’t go home for a while and do online instruction. He needed to understand his options and shouldn’t be looked down on, but told about summer or late-start classes or whatever. Giving help isn’t about a student having to do less work. Shawn continues to be shocked when he has conversations with people, that they still are not familiar with this perspective.
- Alain—completely relates, a lot of folks see student deficiency rather than systematic deficiency. If you look into history of higher ed., it was not designed for folks who are underrepresented. Grit is often something students have, but also not fair to put the burden totally on the student. How are we helping students funnel through the system? Pipeline should have large enough pipes!
- Shawn—previous equity plan, you had one-off activities that didn’t change the norm. We need to introduce these things into how we operate so that it’s the norm. Like wrap-around services in mental health care: give them food, therapy, recreation. Don’t think about our students as in deficit. Can’t work with students if you pity them. Every interaction will be pathologized. Really excited that new equity plan is about ending the showboating and just make it what we do, not performative. Shawn wants to appreciate everyone who is here on the committee who appreciate how hard the work is and how necessary it is. Thank you to Dr. Wilson for supporting him.
- Rajinder—3 year plan, but what are the dates? Shawn--2022-2025, but due late! Not a full three years.

#### 4. Sub-Committee Report Out Process (revisited)

- If you have a report, send it to him a week in advance, and he will compile announcements into an email to send out to the college.
- Katie will remind people a week before.
- Shawn will send it out with the agenda as well.

#### 5. Good of the Order

- Please tell Shawn about budget requests in the next couple of weeks.
- Kristy wants feedback on Success Teams! This Friday and next Friday.

#### 6. Adjournment: 3:15 pm.

### Spring Semester 2022 Meetings

- April 21<sup>st</sup>
- May 19<sup>th</sup>

Recording: [https://cccconfer.zoom.us/rec/play/Edna0KJa7urc-RMzzDdSxNbP\\_5D8cCUg7OJsTMRoO7QyZiD14Wtkjsg9lxlHeamNDYPkpbcp3iiXVMx.RSHrInq2EC26bywF?continueMode=true](https://cccconfer.zoom.us/rec/play/Edna0KJa7urc-RMzzDdSxNbP_5D8cCUg7OJsTMRoO7QyZiD14Wtkjsg9lxlHeamNDYPkpbcp3iiXVMx.RSHrInq2EC26bywF?continueMode=true)



## 16

### Differentiated Instruction Strategies

[www.educatorstechnology.com](http://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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### Make Time for Journaling

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#### 9 Run Literature Circles

This helps auditory and participatory learners retain more information. It also encourages students to shape and inform each other's understanding of readings.

#### 8 Implement Reflection and Goal-Setting Exercises

Have students reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask students to write about their favorite topics, as well as the most interesting concepts and information they've learned. They should also identify skills to improve and topics to explore.

#### 10 Offer Different Types of Free Study Time

It benefits students who prefer to learn individually and attends to different learning styles. Examples of free study exercises: provide audiobooks with relevant materials, create a station for challenging group games, maintain a designated quiet space for students to take notes and complete work...

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#### 11 Group Students with Similar Learning Styles

Grouping students based on similar learning style can encourage collaboration through common work and thinking practices.

#### 12 Give Different Sets of Reading Comprehension Activities

Consider evaluating reading comprehension through questions and activities that test different aptitudes.

## 13

### Assign Open-Ended Projects

Give students a list of projects to find one that lets them effectively demonstrate their knowledge. Include a clear rubric for each type of project, which clearly defines expectations. Doing so will keep it challenging and help students meet specific criteria.

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#### 14 Encourage Students to Propose Ideas for Their Projects

Encourage students to take their projects from concept to completion by pitching you ideas. A student must show how the product will meet academic standards, and be open to your revisions. If the pitch doesn't meet your standards, tell the student to refine the idea until it does.

#### 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?

#### 16 "Teach Up"

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