STUDENT EQUITY & ACHIEVEMENT COMMITTEE MEETING MINUTES

Thursday, November 17, 2022| 2:00 p.m. to 3:15 p.m. | Location: 1003
Or: https://us06web.zoom.us/j/81098080650

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

- Joel Gagnon
- 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

TBD

3 – Non-Voting Members

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

Agenda

1.   **Student Equity Plan: Goals/Actions/Mandates/Subcommittees 2022-2025**

• Shawn presented the draft student equity plan. Copies were provided to all, and it was emailed. The different demographic groups are tied into the barriers punchlist and the vision for success.
http://www.laspositascollege.edu/research/docs/student-equity/2022/SEP%20Data_2022_DI_Groups.pdf

• Five demographic categories will be measured in terms of a particular metric: Black or African American, Successful Enrollment; First Generation Students, Completion of Transfer-Level Math and English; LatinX/Hispanic or Latino, Persistence from First Primary Term to Secondary Term; Foster Youth, Transfer; Economically Disadvantaged, Completion (Graduation).

• Shawn interviewed administrators, faculty, classified, and students all over campus to aid him in coming up with the measurement output and action steps. His goal is to make a baseline promise and overdeliver if we can.

• The budget sheet will forecast what we need. This is important, because the amount of money we receive from the state will be decreasing as enrollment drops; we need to be able to plan better.

• For Black/African American students, the measurement output is to increase the successful enrollment of African American students by 5% over 3 years. Action steps listed are to have a "clear and dependable method for institutionalizing best practices . . . so we aren't wholly dependent on grants"; provide more opportunities for student voice beyond things like panels, and if there are panels, provide a note-taker so that action plans can be developed after we hear from students; develop a SEA subcommittee that monitors our registration processes to identify barriers and perform equity audits; bring Black Family Day back to campus so that the matriculation process is transparent for students and their families; arm our outreach teams with Black/African American-focused data and needs; create "how-to" guides in various media to explain our onboarding process; develop a Q & A hotline. We need 31 students to reach full equity.

• For First Generation Students, the measurement output is to increase their math and English transfer-level completion by

6% over 3 years. When we are promising to improve by a certain percentage, Shawn reminded the group in response to Katie's question, this is in terms of numbers of students we need to achieve full equity, not the throughput rate. Action steps listed are to develop a welcome day for these students; enable first generation students to identify themselves and connect with similar students to gain support; train and embed Instructional Assistants in all transfer-level English and mathematics courses; develop a mid-semester check-in and early alert for these students; develop a SEA subcommittee to help monitor these students and take action; train outreach to highlight FSG supports during meetings; and offer "caregiver support" training so that families and caregivers can support their students. How many students do we need to reach full equity?

- For LatinX/Hispanic or Latino students, the measurement output is to increase their persistence from the first primary term to the secondary term by 6% over 3 years. Action steps listed are to have bilingual staff state this skill on their syllabi and in their web profiles; have a SEA subcommittee monitor this group; provide professional development to faculty, staff, and admin to better support these students (and Katie noted the need for a rigorous community of practice involving F hours and measurable outcomes); communicate more often and consistently with students and their caregivers/supports about financial opportunities and community building opportunities, and have this information in Spanish as well; create a vetted, culturally responsive best practices guide for people at every level of the organization; offer support through SEA to the Dream Center, which is in progress, and invite the new coordinator to be a part of the SEA committee. How many students do we need to reach full equity?

- For Foster Youth, the measurement output is to increase foster youth transfer by 6% over 3 years. Action steps listed are to create a "warm hand-off" process when these students transfer involving the families and caregivers as well; create increased partnerships with the receiving institution (for instance, there are good programs at Cal, Sac State, and SFSU); proactively check on foster youth progress; provide 2 drop-in Q & A sessions per semester so that students can ask questions in a manner that is non-stigmatizing; fund trauma/healing-informed professional development with a particular focus on foster youth. We need 12 students to achieve full equity.

- Finally, for the economically disadvantaged, the measurement output is to increase the amount of degrees earned by these students by 6% over 3 years. Action steps include providing more "financial agility training" and workshops (like "navigating financial aid") for these students so that they can navigate all the systems and opportunities we have; create more on-campus jobs and make the hiring process smoother; offer "executive functioning" workshops to combat "poverty consciousness" (a concept from Deer, Hastings, and Hostinar 2020 https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13383); offer support services for families and caregivers; more heavily market EOPS and CalWORKS programs before students apply. How many students do we need to reach full equity?

- Jin noted that it would be good to add more budget for tutors. Katie wondered if we could include money for a project to contact students who had dropped their math or English class Shawn said to send him these additional ideas because we can submit an addendum. He is also concious that faculty are worried about an increase in workload, and that this might keep them away from equity work. Equity work, then, needs to be at the center of what we do as an

institution and something that is happening everywhere and that everyone wants to be a part of.

2. **Good of the order**
3. **Adjourn**
   2:45 pm

Fall Semester 2022 Meetings
- December 15 (tentative)