



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 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
- Dr. Jeanne Wilson

5 – Faculty

- Segal Boaz
- 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

- Lara Weidemeier

3 – Non-Voting Members

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

Thursday, Feb. 16, 2023 | 2:00 p.m. to 3:15 p.m. | Location: 1008 and <https://cccconfer.zoom.us/j/93453286627>

Agenda

1. Check-ins

- Student challenges, keeping ourselves healthy and cared for. Choose sustainable practices and outlets. Students are going through a lot, and that impacts us as well.
- Ken Cooper and Shawn spoke to Black male students at Cal High and Monte Vista. They were impressed by the boys' understanding of who they are in the world and who/what they want to be. However, experiencing challenges and barriers in high school. There were some severe racial incidents on both campuses. These students trust the idea of coming to LPC but are worried about rumors that it is not the most Black-friendly campus. How can we be more welcoming and transparent for them? Educational trauma should be in the DSM! How can we market LPC as a safe place to land? Maybe organizing a campus tour for them. Others spoke to Black girls at the high schools.
- Kristy's highlight for this week—Career and Transfer Center Open House! Felt nourished by the event! Terrance concurred that it was a great event, Kristi Vanderhoof did a great job of getting up to speed, having music, having the center be a gathering space for all campus community members. Terrance said they are talking a lot with Vicki Shipman, about how they want it to look in the future, etc.

2. Student Equity Plan

- It is certified. State was impressed with our plan; "succinct enough to be manageable and do-able," they said, and they are using it as a model.
- Some students on the DI list weren't addressed in our plan because we didn't have a mechanism, the staff, etc., to support those students. In addition, Veterans have an entire center that they can get support from. Same with DSPS. In both cases, we can add an addendum to our plan if we need to. We should keep monitoring data on those students, collaborating and "pinch hitting" where we can.
- Please sign up for some tasks that interest you and/or that align with what you are working on from day to day. There is a version of the Equity Plan on OneDrive: [22-25 LPC Equity Plan Goals and Actions sign ups.xlsx](#)
- Black/African American, Successful Enrollment: increase 5% over 3 years.

- i. Implementing best practices: We often want more money, and then when we get it, our initiatives feel like popcorn—on and off. What are the interventions that we know get the most traction, put resources behind those. We also have to watch design fatigue. There are things we can do now that others have used with success. We need to move from becoming an information sharing committee to an action committee.
 - ii. Opportunities for student voice—and act on what we learn.
 - iii. Form subcommittee to reduce barriers to application, enrollment, registration. Start call campaigns to ask students what kept them from enrolling and registering. We are working on student portal and prospective student portal. Diego Gomez, comic artist, working on a GP document that will go out to people once they apply and are accepted.
 - iv. Establish Black Family Day. He will work on it with Emerald Templeton. Have STEM representation, assure families that we will take care of their children. Entry and support. How-to guides.
 - v. Leverage outreach teams
 - vi. Q & A hotline so that people can ask questions and feel safe.
- First Generation Students—their parent doesn't have an AA degree--Persistence. They do indicate this on CCC Apply, but we have to get the data in a way that we can read. 6% increase in 3 years.
 - i. After they get through the first two semesters, students are much more successful. Increase by 47%.
 - ii. Welcome day. Include families so that they can learn to support students. Language barrier Sometimes a family member can feel threatened, the student thinks they are “better than them,” or feel guilt, and these things make it hard to help their child.
 - iii. Provide more opportunities for students to identify themselves.
 - iv. Embedding instructional assistants.
 - v. Mid-semester check-ins. Kristy noted that the GP team is now mapping out the student experience all the way from interest in LPC to graduation for Ellucian Advise. It would be easy to filter these check-ins for first generation students.
 - vi. Shawn will be doing caregiver support classes on Thursday nights once a month, starting in the fall. One of the most powerful classes he ever taught was “How to Praise Your Student.” Even if their parent can't help them with homework, the praise improved the relationship!
 - vii. Kristy asked for more information about what the plan meanse by “action steps.” Action steps can be figured out by teams. He left things general to preserve flexibility for us. We have to do an IA budget, for example. Kristy noted that GP is working on action steps around Steps to Success to make sure that students are moving through them and through the My Pathway checklist.
 - viii. Wear buttons saying what languages you speak. He knows there are union issues but wants to make this happen. This would be a complement to the list that goes around. He thinks that we have people here who speak the most common languages in the county.
 - ix. Increased professional development around supporting Dreamers and Latinx students.
 - x. Having some documentation in Spanish. Basic needs is working on a translation for their website.
 - xi. Culturally responsive best practices guide. He is waiting on one from USC and will share.
- Foster Youth

- i. Jill and Amanda aren't here because we got Next Up money, and they are learning about possibilities.
 - ii. Self-disclosure—we have more students than those who are disclosing. We have to invite them so that it's not stigmatizing.
 - iii. Hopefully partnering with Seneca family agencies. They are in the high schools. They will actually provide paraprofessionals.
 - iv. Progress reporting—formalize that. We can request more equity funds, so if we need to hire some people to meet these goals, we can try that.
 - v. Q & A sessions, drop-in, out of the Basic Needs Center. Students deal with trauma, not a stable housing situation
 - vi. Trauma/healing-informed professional development—not just on Flex Days.
- Economically disadvantaged—based on Perkins loan definition—Completion—increase by 6%
 - i. If you are below a certain economic threshold, success rate in low double-digits.
 - ii. Teach financial agility. (They are already literate—they are still alive!) Help them avoid financial traps. Alleviate their challenges.
 - iii. Offer more on-campus jobs. Talk to Kristi Vanderhoof about getting more jobs on Handshake. Shawn will also talk to Chip, the new marketing person, and Anne Kennedy, to get more jobs into the Handshake system. Terrance and Kristi have streamlined it somewhat, reduced the amount of people who have to handle the application. Kristi has something called “Quick Hit” so that if no one is there when students come by, students can get started. Kristi is helping students with application and working with departments on their jobs as well. Terrance noted that sometimes more people were handling the application than was needed. Shawn would like to start sending things Kristi's way.
 - iv. Executive functioning—poverty consciousness. Closed loop of trauma related to not having enough. Scarcity model that can have epigenetic effects on the body. This increases cortisol, stress, and impedes executive functioning. Perhaps we can tailor stress reduction workshops: “Stress Reduction: Money” might be a workshop title, for example.
 - v. Help with sessions on navigating financial aid.
 - vi. Supports for ecosystems. For example, encouraging family members to take a language class together so that they have the homework together. Transforms house into a college-going household.
 - vii. Cassaundra taking over a lot of basic needs foster care work. We need to fill up spaces.
 - viii. Take parking fees off for them.
- How will this roll out, Jin asked. Can't do everything at once. Perhaps use column D to list what you can do in what year. Focus on what can we deliver realistically that won't damage us.
- Based on what people sign up for, make adjustments to add things that have to happen right now, and then have check-in milestone next year. We will look at baseline data for each group, think about how we did, and decide where to go next.
- He will talk to deans also and see if Classified Professionals can help with anything. He knows that they have too much to do, but often they are the first person a student sees, and he wonders if he can get a little release time for them so that they can come to the SEA committee meeting and work with us.

3. SEA Budget

- He wants to make sure we are using the money wisely because we will either stay flat or experience a reduction in funding. We also got hit with salary increases. Lump sum back pay is impacting us. And then we have raises going forward, too. We will not cut positions. However, if you are paid through SEA funds, you should be doing equity work (including all the SSSP staff). So, we will be limited in what we do. We want to make sure that Tutoring, RAW, Smart Shops get money because they are so crucial. Giant events will probably have to become smaller or more efficient. Professional development that isn't narrowly focused on equity might be a challenge. He will develop two prospective budget models to share.
- When he made the budget, raises and increases were not on the table. The reality is that we will have to tighten our belts. We will need to be strategic, focused, and intentional with how we spend money.
- Once May revise hits, he will check back on reduction.

4. Professional Development

- We have two funds: 37257 and 36100. We have some monies earmarked for professional development. Someone is doing a DEI certificate at Columbia College, for example. If there are DEIA trainings or professional development you would like to do, we have \$42,000 that we have to spend. Even reviewing a book or workbook could count.

5. Lifting up Equity Work, Telling our story

- So many great things are happening, but based on surveying community college websites, no one seems to be able to tell their story in a way that encompasses the whole campus, especially DEIA (in part due to some resistance to this concept) activities. He would love to brainstorm ways we can tell our story.
- How can DEIA successes become part of the cultural fabric of the college instead of something we clap to celebrate at a town meeting, an isolated occasion? He had thought that a newsletter would work, but no one reads them because our inbox is so full.
- Shawn commented that colleges with TV stations will advertise. **Chip Warner is working on...**
- Shawn was impressed by a college in New York where you see awards, artwork, everywhere. They had resistance initially and went ahead anyway. **He will send us the link to the college's website.** Send him any ideas. **He will invite Chip to the next meeting.**
- Amy said that she is seeing more LPC things in social media feeds. More art on campus with information about the artist, and now also a photo of artist. She has seen people reading the wall text!
- Shawn asked about an art walk. Amy said there will be one at the open house. In fall, bring artists back to campus.
- Shawn: College not just academic but also a cultural and social experience
- For 2100, there will be an art task force walk-through. Thinking about raising more money, talk about an endowment for more art with Ken Cooper. Grants, small task force once the fund is exhausted?
- Shawn: How do you move from interventions to culture? Art, music, Puente, Actors Conservatory...we have jewels, but guide Chip and others for how we want our story to be told. Joy. These are our selling points, not just "we can help you," which focuses on deficit.
- **Katie asked about sports games or other draws—use screens to highlight what we do? Shawn will talk to Dean Kramer.**

- Monitors in 1600 are not currently being used. Server is down. Talk to Kisha and Christine. Liz wonders if Amy Rel is also a good contact.
- Terrance: Student ambassador wanted a non-instructional Canvas site to have information about what is happening. Terrance talked to Chip about lighted sign boards, but having Shea Homes might limit that. When we have an event, there's must be more than running outside to put up a tarp. Shawn will reach out to Chip.
- Jin: Use computers on campus—reimaging them could allow us to include a second tab on website that has events listed.
- Kristy: Chip is working on a "This Week at LPC" for students. Not storytelling, but at least event communicating.

6. Shared Governance

- Katie reminded the group of the self-governance worksheet. Shawn will send out charge and mission statement to all. Let us know if you think things should change.

Spring Semester 2023 Meetings

- April
- May

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.

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
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
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
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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.

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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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