**MLEA 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.

# 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)
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)
Acad. Services Classified Professional (1)
Assessment Specialist (1)

**Math And Language Equity & Achievement Committee**

September 28, 2021| 2:30-4:00pm | via ZOOM
Meeting ID: 926 3666 6532
Passcode: 957281

**Meeting Minutes**

1. **Call to Order**
	* Introductions
	* Present: Moh Daoud, Kristy Woods, Rajinder Samra, Catherine Eagan, Jin Tsubota, Stella del Rosario, Leslie Payne, Miguel Alvarez, Nan Ho, Michael Sato, Gabriela Discua, Shawn Taylor, Jackie Carrillo
2. **Review and Approval of Agenda**
* Nan Ho motion to approve, Jackie Carrillo second
* Rajinder offered to add Equity Dashboard, this will be added with AB705

 Dashboard

* Friendly amendment motioned Nan Ho, Jackie Carrillo second
* Agenda approved
1. **Review and Approval of August 24 Minutes**
* Michael Sato motion to approve, Stella del Rosario second
* 4 approve, 6 abstain, 0 nay
1. **New Assessment Specialist Overview of Position—Miguel**
* Miguel Alvarez is the new Assessment Specialist. He is currently reviewing what services are available, what can be available, how this ties into Guided Pathways, and how to make services more accessible in a remote environment. Updating current website for appointments for ESL, Spanish, French assessment. In Steps to Success, having students self-identify as ESL students so they can get information on their process. Making sure reports of where students are being placed are available on the website—we are required by AB1805 to have this information publicly accessible on the website. Sharing with students the benefits of starting at transfer level. Job has been vacant for a long time. Long-term goal is to make Assessment Center a place not only for assessments and Guided Self-Placement, but for the entire matriculation process. Going to have Celsa on a computer on site rather than using DOS machine.
* Question – can students make appointment to go over GSP or figure out what math/English class to take? Miguel indicated that they are working with ITS to get access to schedule through SARS. Yes, and will also be utilizing Guided Pathways tools such as Career Coach, Program Maps, etc. Assistance from Miguel or warm hand-off.
* Jackie feels it would be a great option to have someone in-person versus solely online. Can be confusing when not a math major and are not understanding the options being presented (e.g. getting a recommendation for Calculus, but that is not your major pathway)
* Question – are we gathering any information about how students are experiencing the process? District is conducting a survey about different parts of the college, one being matriculation, the other looking at navigating website, and another is whether we are being consistent in what we have in printed and online information.
* Shawn Taylor says they are hiring students who have been through the process and get their feedback and have them “stress test” the system.
* Question – is there funding for a video to explain the assessment/GSP process? To be explored.
* Rajinder Samra shared in the chat the link to the Assessment Center site where placement results in compliance with AB1805 are posted, including ESL: <http://laspositascollege.edu/assessment/placement.php>
1. **Chancellor’s Memo, Assessment of LPC’s AB705 Changes—Kristy**
* Kristy Woods reviewed a slideshow that she put together with the help of Chancellor’s Office slides: <https://docs.google.com/presentation/d/17WFZKpGTx04r-qbGxXmshnOFvYxnEsv0wlWMlTfVlec/edit?usp=sharing>.
* She reminded us of the goal of AB705, the reform of stipulating the time from enrollment to completion, and the implementation plan of allowing a 2-year “innovation window” which has now rolled around, the validation of practices, enforcement of the law, and continued evaluation and improvement. In the area of access, the goal is to comprehensively inform students, use data-driven advising, and default to transfer-level placement. In the area of enrollment, it is recommended to make transfer-level coursework the default as opposed to an option. In the area of performance, the recommendation is to invest in concurrent support and ensure equity in classroom curriculum and pedagogy.
* In the timeline it shows the Equitable Placement Dashboard was created in Spring 2021, which Rajinder will discuss
* History—we had a fast implementation process, especially considering curriculum takes a year. English already had rigorous multiple measures in place and rolled out first. Then, Math started doing multiple measures. Students starting levels about Accuplacer placement based on multiple measures prior to AB705 implementation.
* Overall AB705 implementation has been successful Statewide. 38% enrolled into transfer-level in 2015 v. 96% in 2019 (English) and 21% in 2015 v. 78% in 2019 (Math).
* Math has concurrent support that is not embedded as it is in 1AEX; they are talking to administration about how to require it and if so what parameters. Other colleges do have this, however, LPC Math wanted to have success data first before rolling this out as a requirement.
* Given how fast it was implemented, there are some very different implementations of AB705.
* In December 2020 colleges had to complete a validation of practices data template. Our GSP doesn’t place into gateway courses; we do not force/require this. Students can choose. The reasons: In math, students can get an Associate’s degree with a lower level math class that is pre-transfer level, so students may not want to take a transfer level math class. This presents a bit of a challenge. Math is going to be looking at who enrolls and why, the faculty do make sure students who are enrolled know their rights and discover why they enrolled. This may be a reason why few colleges are going to be seen as fully compliant. We support students transferring, but also career preparation, personal enrichment, and Associate’s degree. We can let them know they will do better if start in transfer-level course; however, they may still choose the lower class depending on their goal. Some students may also want to take Intermediate Algebra class for various reasons.
* Similar as in ESL where students may sometimes come thinking they want one thing, but over time may decide to pursue their education further as they progress through the program. May decide to pursue Associate’s, transfer, etc.
* Jackie Carrillo shared she did have hesitation to start with STEM math, but enrolled with concurrent support and was successful and has moved on to more math class and transfer to a U.C. Plans do change with time!
* English only has 1-2 classes of ENG 104
* We are going to receive a memo in October concerning the areas in which we are not maximizing success, and we will have to justify our structure. Data-wise, we’re going to have to compare the success of students who started in pre-transfer and started in transfer regardless of their educational goal. This may make us look like we are not doing enough to maximize.
* When AB705-type requirements were rolled out first on East Coast, we learned that their definition of College Algebra is our Intermediate Algebra in California! Intermediate algebra satisfies an Associate’s degree, so having transfer-level, College Algebra, as the minimum is challenging.
* 115 colleges submitted and we’ll likely have to do the justification.
* We think we are probably one of the 79 colleges that will have to submit a transition plan in the fall and do so quickly.
* Rajinder ran data – fall 2020 we had 39 students (1.8%) not enrolled in transfer-level English, spring 2021 20 (1.1%) students. Small numbers.
* Michael Sato shared his experience currently teaching the below transfer level. A large portion are students who could do transfer but have an idea that they need more preparation. Enrollment data we saw earlier this year showed that 40% decline was among students who came for basic skills. We wonder how AB705 has changed who is coming to community college. Some may not see programs they want in terms of basic skills since we now have less of this available. We don’t want to abandon that part of the community, but if we don’t have enough students to build a program, those basic skills courses will likely go away.
* Shawn Taylor shared that the Temporary Outreach Specialist will start this week. Re-brand what basic skills is for our college in the context of AB705 language. Students don’t always know what’s available such as concurrent support, tutoring. Need to partner with schools and community better, opportunity to provide information to parents/caregivers as well. Change how we detail our offerings for students so doesn’t look as scary to students. What is the story we tell incoming students and our feeder schools to get more to come. Students don’t even know about concurrent support. Parents, caregivers, also need some information about the college—student will have a better vision of who they are and what they can accomplish.
* Rajinder clarified that State does not require all students must enroll in transfer-level, but doesn’t want students who have educational goal of transfer or Associate’s to enroll into AB705.
* Katie expressed her worry that some students who need a high GPA for a program like nursing will take 1AEX and get a C, but that is \*not\* what they want. Would some of those students do well to take 104 first? She wonders whether students opting for stats math instead of STEM math will mean that fewer Black and brown students are entering the STEM professions, which is the opposite of what we want. Kristy shared that indeed many more students are opting for stats but that all kinds of students can do STEM math—she has had great success with a veterans cohort, for example.
* Discussion of a “safe” semester – if unsure what to do with math, have a semester to try things out like Concurrent enrollment before requiring
* 8% of students in spring 2020 were enrolled in Associate’s level math, two-levels below 3% below that. 85% in spring 2020 in transfer-level, in fall 2020 93% in transfer-level. Higher percentage of LatinX, African-American/Black, and Unknown are choosing below transfer-level.
* Kristy shared #1 comment of students in MATH 55 (Intermediate Algebra) is that they want to take CHEM 31 and do not want to take College Algebra
* Jackie shared that having learning communities within STEM field would be very helpful.
1. **AB705 Dashboard--Rajinder**
* Rajinder – if we may be getting red flag from State because students choosing below transfer-level, it is also true that some students who want to pursue STEM are going down to Intermediate Algebra to successfully pursue that pathway. It seems to be true that AB705 mostly interested in ensuring that students with a goal of transfer or earning an associate’s degree start with transfer-level coursework and finish it in one year.
* AB705 Dashboard for State, can search data, including disaggregated by subgroups. Does not take educational goal into account. First time they enrolled in English or math—could have been students already.
* There is an upward trend in students successfully completing transfer-level English since multiple measures and now AB705. Our data shows we are above the state with incremental increase.
* Disproportionate impact has continued.
* We are considered “Interior Bay” when searching the Dashboard. We are only 1% below Diablo Valley College which is at the top of 2019-2020 transfer level completion rates, we are at 76%. There is still a disproportionate impact at LPC, however, so we have work to do on that.
* 2019-2020 transfer-level completion for math 59%, fourth from top.
* AB705 Dashboard Link: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard>
* We do have sections of math with Kristy and Bobby learning communities together in Math with Kristy. LatinX and Umoja, and Veterans and Engineering Tech.
1. **MLEA sphere of operations—what do we do vs. other groups—Katie**
* One area of lack Katie Eagan has observed in other Shared Governance Committees is discussion of academic-related topics – pedagogy, sharing program design, ESL 1A, research about ESL acceleration across the state. The bias is towards discussing student services interventions. If we are more focused on academics in this committee, we should be asking ourselves why we have pre-transfer, who is it serving, why are students taking it, just as we have this afternoon.
* There used to be Learning Skills classes through DSPS, and although we don’t have those any more wondering what kinds of other models there may be to support students (e.g. in English). What role could DSPS have?
* Shawn wonders how we might apply a continuum of care in education, how we might slot that into students’ educational journey to provide support (e.g. tutoring), wrap-around services. Following the model of mental health systems of support. How might we “cohort model” our classes even without more official learning communities?
* Shawn is tabling for the Fast Track Session 2 classes and welcomes any flyers he can print and put in welcome bags.
* Jackie referenced the benefit of having a friend, and Shawn discussed at Laney where they would have opportunities for students to partner up (e.g. a “buddy”) as start to navigate college journey.
* Katie wondering if we can also discuss topics like Hypothesis, assessment, etc.
1. **Meeting Structure, Sub-subcommittees--Katie**
* Do we want to have any subcommittee work if we want to move on a topic that’s discussed in a meeting? Looking at the design thinking model Shawn is utilizing in SEA and whether we would the implement some here.
* Jin Tsubota noted that not only do we need to share or package our story to get it out, but this can also be a forum where we can get people on board to assist with doing this. Outreach is very difficult, students need many “nudges.” The more students hear and the quality of those interactions. We can work on increasing the quality and quantity of the “nudges.”
* Katie - Is there a way to systematize the “nudging?”
* Miguel has been Outreach Specialist for last 5 years, but there was no place for that work. The majority of our Outreach Specialists are dedicated to specific programs and services. There needs to be a home for those who can communicate with other departments and divisions; often there is only one shot for an Outreach Specialist to go to a campus and they need to have some key talking points that are common.
* Jin shared that he tracks nudging using linkly.com He can track how many times someone clicks his link or scans the QR code. Only 2.4% of faculty/staff will click links he sends out.
* Shawn discussed need to tailor our approach as well to various audiences.
1. **MLEA website—Katie**
* Tim Druley tinkered with search protocols so that if one puts MLEA in the search bar, they will get to our committee website. Katie has updated the description on the landing page and would like feedback. She has also worked on adding agendas, minutes, and resources.

**Good of the Order**

* Katie offering a Hypothesis workshop on 9/29/21 at 1:30pm, social and digital annotation: <https://hypothesis.zoom.us/webinar/register/WN_TA97fXhiTBmwxIV6BYJMmw>

Meeting adjourned 4:02pm

Excerpts from chat:

* **Miguel Alvarez**38:16

http://laspositascollege.edu/assessment/placement.php

* **Rajinder Samra**39:09

FYI. If you are interested, here's the placement results in compliance with 1805 that's posted to the Assessment Center's website. We do include ESL placements. http://laspositascollege.edu/assessment/placement.php

* **Shawn Taylor**46:55

https://www.publicadvocates.org/resources/press/press-release-public-advocates-calls-for-enforcement-of-law-that-limits-remedial-college-classes/

* **Amy Mattern**56:00

Kristy what was the % the n=20 comprised in spring?

**Kristy Woods**58:48

I think I have viewer access... https://docs.google.com/presentation/d/17WFZKpGTx04r-qbGxXmshnOFvYxnEsv0wlWMlTfVlec/edit?usp=sharing

* **Kristy Woods**01:09:55

#1 comment of students in MATH 55 (Intermediate Algebra) is that they want to take CHEM 31 and do not want to take College Algebra

* **Jackie Carrillo LPCSG**01:10:12

I think having learning communities within the stem field would be so amazing. When I was in my STEM algebra class I made sure to offer my help through zoom when students had questions/needed support even if i wasn’t a pro and I made amazing friends (that i still talk to) just by starting my own study group. Helped them and helped me so much. It felt very accomplishing for all of us and felt closer after it.

**Shawn Taylor**01:11:45

@jackie a cohort/LC model has proven to aid student success. Maybe it’s something we can talk about at one of your LPCSG meetings

* **Kristy Woods**01:12:02

We have a Veterans and ENGR Tech Math Learning Community and an Umoja/Latinx Math Learning Community where they take MATH 30 (College Alg) with me in the Fall and then MATH 39 (Trig) with me in the Spring. Concurrent support with me highly encouraged right before class. It is awesome as we really get to know each other.

* **Stella del Rosario**01:12:07

That’s a great idea, Jackie! Thank you for sharing your experience.

* **Jackie Carrillo LPCSG**01:13:46

Thats a great suggestion @director taylor would be happy to work on this

* **Rajinder Samra**01:15:56

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard

* **Amy Mattern**01:20:03

@Shawn make sure you connect with Dr. Wilson if you haven't already about Umoja. There is a re-tool for spring, we didn't really have a cohort that ultimately ran this fall but have a different spring plan.

* **Shawn Taylor**01:21:15

@Amy. We spoke about it late last week. ‘

* **Amy Mattern**01:21:23

cool!

* **Kristy Woods**01:25:51

Math Jam will start up again in January!

* **Jackie Carrillo LPCSG**01:25:59

having a friend made a big difference I will be volunteering for this event and hopefully get to meet and talk to students

* **Shawn Taylor**01:30:11

Externally Facing Storytelling would be a great Flex Day event

* **Shawn Taylor**01:30:49

Intrusive advising/communications

* **Jin Tsubota**01:32:14

I track nudging using linkly.com I can track how many times someone clicks my link or scans my QR code.

* **Jin Tsubota**01:33:04

FYI, 2.4% of faculty/staff will click on links I send out.

* **Jin Tsubota**01:34:12

@ Shawn - these types of interventions are much more effective than emails/fliers and passive outreach.

* **Shawn Taylor**01:34:59

@Jin absolutely. We need to be more active and intentional and tailored in our approach