



# 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

- TBD
- Amy Mattern
- Nan Ho (present)
- Chris Crone (present)
- Dr. Jeanne Wilson

### 5 – Faculty

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

### 5 – Classified Professionals

- Ana Del Aguila
- Terrance Thompson (present)
- Rifka Several (present)
- Amanda Ingold
- Liz McWhorter (present)

### 2 – LPCSG Representatives

- Jackie Carrillo (present)
- Nezin Hasany (present)

### 3 – Non-Voting Members

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

Thursday, February 17, 2022 | 2:00 p.m. to 4:00 p.m. | Location: <https://cccconfer.zoom.us/j/93453286627>

## Agenda

### 1. Call to Order:

Present: Nezin, Amy, Terence, Rifka, Jin, Nan, Kristy, Amanda, Alain, Brian, Ana, Elizabeth. (Katie arrived late.)

Guests: Leslie Payne (in for Julia McGurk)

### 2. Welcome Week Feedback

Amazing great time!

People felt that the space at the front of the college by the new mural needs to be used more often.

Dr. Foster wants students to know that they should stay

Shawn—Student life vs. LPCSG—students don't necessarily know the difference. Re-brand student life on campus. We will hopefully also get a style guide.

Shawn—what would be helpful for fall welcome week?

Rifka—have morning hours? Some students were here, but we weren't set up. Two sessions, morning and afternoon.

Kristy—hit students at lunch, as they're getting out of classes? In late afternoon, is was slow. Evening?

Shawn--9-11, 1-3, 5-6:30? If we offer food, that would be great. Two days of resources and one club day was great. Feedback cards—finally felt like college to someone. \$9200 for the 3 days. If we have a band, it will be more expensive. Carving out \$20,000 each semester for that event.

Terence—10-2 hour usually catches students, we could take the grill out, etc. Burgers and hot dogs can be cheaper. Music would be great—balloons, music, BBQ smoke, and noise!

Shawn: food safety card—we do have grills “Safe Serve” certified. Good camaraderie moment for students—grab food, sit on the lawn. Regarding planning, LPCSG students are transferring, and we don't want to lose too much institutional knowledge. Plan by the middle of July so it's all ready to go in August.

Amy—what could be done the 1<sup>st</sup> week when students are totally lost? Finding buildings, ending up on wrong campus, etc. Info tables, student ambassadors, volunteers, etc. On outskirts as well, b/c sometimes students enter campus from a weird place. Promote next week's activities, electronic map.

Shawn—watching vaccine check-in tables. Joel and Shawn did welcome tables, and we have money for student ambassadors. Catch ingress at variety of spaces.

People didn't know certain things existed until they saw it in person—health center, COVID testing...our story has to be more unified and interconnected: “this is what you are a part of” as opposed to “everything bouncing around like Christmas lights.”

Keep food free

Nezrin wanted to recommend keeping swag bags

### 3. AAPI Affinity Club/Group

\$10,000 for this effort. We'll have to see what shape it takes. Going out for sponsorships as well. We have the money in the budget line. This particular pot of money does not roll over.

Next year, \$6100 per semester: 12,200 for year.

Demographically targeted marketing has to be careful to avoid being “weird and ugly.” AAPI students do feel somewhat disconnected from the campus, though. Will seek a speaker, but need to plan ahead for “vendors.”

Black Cultural Resource Center—some backlash, so we want to show parity, but also address systemic structural needs.

Terrance had questions about vendors. Shawn said that for vendors, now need a federal tax ID number, can't just have SSN. You have to give them the contract with scope of work. Liability coverage can vary, Shawn said. Pop-ups are having real trouble. Alain asked if having an ITIN is enough.

### 4. SEA Budget

We are at 69% spent. Includes increase, salaries, benefits, events we just had. We will be taking on 2 FT salaries and benefits, ¾-time basic needs coordinator. A new pamphlet on resources. A new AB says that we need to have easily accessible community resource list. This person will run the Market. Hopefully we'll get applicants soon. Amanda Ingold did a great job with a Resource Guide, but there will be more to do.

There may be a 5% budget decrease next year.

### 5. 23-25 Student Equity Plan Prep

Veterans will be re-added as part of the DI groups. Adding MENA. Shawn will go to a 3-day training for this plan. The equity plan is completely different, and Shawn will be working closely with Katie on it. It is a lot less vague, very concise, a lot more qualitative, not just numbers. They want student narrative. Plan is due June 30. Goal to turn it in

middle of May. It will take a couple of months to write it. ESL, English, Tutoring, etc. will be contacted. Be prepared! Katie noted that she has some information on student experience of tutoring and Smart Shops to share.

Nan asked for a slide with numbers, dollar amounts, etc. for next time—she is swimming in numbers! 😊 It's easier for her to understand when she can see it.

Jin shared a link for anonymous fall 2021 tutoring data in the chat: [https://docs.google.com/spreadsheets/d/11rK-docO0paMvA0DI7\\_YXfbrD3EFuL3srA7fH7xQvCo/edit?usp=sharing](https://docs.google.com/spreadsheets/d/11rK-docO0paMvA0DI7_YXfbrD3EFuL3srA7fH7xQvCo/edit?usp=sharing)

## 6. SEA Spring '22 Priorities

Transparent textbook costs. Contract with bookstore is complicated. He is running into some barriers, particularly with commencement. He is trying to contact Annette: some students can't afford graduation robes and tassels and the like.

Transparent costs

Ambassadors

One-stop shop—this could be what Amy was referring to earlier, for example a place where students can go to get support and ask questions, but he also wants to redesign the student life office.

Brand the front-window of the student government office so that it is more welcoming, it's clear what it is. Community people have been coming in looking for where to get a vaccine and other things—they do not know that this is their space! He is looking for stickers that people inside can see through, put name with a hawk, etc. (Jin noted that static cling vinyl also works.)

Alain likes that idea: Students should also know that \*this\* is their spot! They can hang out, their things for clubs are there in cupboards, etc.

Shawn: Contacted Peter Kuo about using SEA funds to hire students designing things—stickers, for example. Again, Shawn wants a unified brand identity. If students feel they can “adhere” to something, it will positively impact enrollment if students spread the news.

Alain: student engagement improves retention.

Shawn: find a way to support faculty club advisors. Terrance said classified can advise. Terrance has been helped by having student assistants, ambassadors, who can help in his office when he is spending time tending to the club he advises with events and such.

Hiring process for students needs to be streamlined. Students often drop out in the interview process because it takes so long.

TB test—you can get a free one on Monday and Tuesday mornings, so that is good to advertise to students seeking to work on campus.

Katie—hard to advise a club because students don't always know what they want to do, and faculty shouldn't jump in too much. How can faculty get advice on helping students lead? Faculty are scared of commitment because students might not take the lead.

Shawn—an SF State professor has a “how to work in groups” manual, and that would be great to adjust to share with faculty and students on clubs.

Amy—Club transition training, keep the leadership going for next year, would be great. Clubs fall apart because students are leaving. Checklists, etc. She will look for old materials. Peter Kuo's Design shop will be coming in fall. It's a graphic design/digital media class where students take on projects. He does have a portfolio class this semester. For welcome space, some students are good about walking into a space, and others are not. Some signage that says “Come in!” would be helpful. Can feel intimidating. It's hard for some people to walk inside a door, especially if it's a fishbowl.

Shawn—Door offset in a weird way, too, doesn't look like a space to hang out. Wants professional, weatherproof outdoor sign. Perhaps by next semester.

Alain—what about a welcome week event there, in that space, so that students feel more comfortable in that space?

Shawn—there are no “Student Life” tablecloths, welcome flags, etc. These help draw students. Put the student life office in our orientation. Rifka chatted that Sunny Neon sold the Veterans Center their flags.

Nezrin—student art work in student life office?

LACC has actually hired influencers! Then they will have that on social media.

Shawn—Need photos that represent our population. We use the same photos over and over, and they are not as representative as they could be. A lot of photos were taken last week, so hopefully we can use them.

Katie—is resource handbook available? Shawn says he has some in his office. Amanda said in the chat that there is a student resource guide link in the black bar on the home page that expands resources from the resource guide handout. Katie asked about whether we would be redoing student handbook—she refers to it

to explain homework required for each unit. Are there plans to redo it? It had great advice on balancing your time, too. <http://laspositacollege.edu/counseling/assets/docs/Student-Handbook-2019-2020.pdf>

Shawn also wondered if we could distribute Smart Shop information, but Katie commented that Michelle has been reluctant to distribute it so that students have incentive to come to the Smart Shops.

Kristy: Guided Pathways working on websites for reach of academic and career pathways as well as financial aid: how to pay for college, get funded as well as how to get connected on campus, network, etc. She will bring those draft websites to SEA after the steering committee sees them in March.

Shawn—the pictures for the financial aid poster are little kids with glasses instead of our students!

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

If people send Shawn announcements the Friday before, or ask questions about things they need help finding, he will send out a little newsletter in advance of the next meeting with reports. We don't want to miss out on what good work we are doing.

April 21, he may not be here because he may have surgery. He will be out for two or three weeks.

Perhaps we'll have a deadline, **March 1<sup>st</sup>**, to say whether we want in-person, virtual, or HyFlex. Amy said that there are a lot of rooms—ask Steve Gunderson.

Kristy talked about how helpful Amy and Joel were in organizing our response/plan for “full implementation” of AB705. It is very exciting to be moving forward even as the decision to not offer pre-transfer classes will be a huge adjustment. However, there is now an Academic Senate Response that we have to do. The conversations on campus are exciting. We submitted it a month early!

Shawn—How do people feel about AB705 changes? ESL? Have we painted ourselves into a corner? How do we think students will feel? Kristy noted that high schools are feeling worried because high schools are actually lowering math requirement for a high school diploma even as we are getting rid of pre-transfer courses. We are not aligned in that way. However, Kristy reassured high school teachers/admin that we will meet students where they are—Math Jam, concurrent support, just-in-time support, Emporium, will help. Data show that even if students haven't had Algebra II in high school, they do better starting in transfer level than they would if they started in a pre-req.

Shawn wondered how parents are/will be receiving this. He asked Kristy to earmark money for Math Jam. He also invited English Jam for budgeting as well. Food, personnel, tutors. Shawn is really supportive of first year experience. Ana commented that Math Jam is not accessible to working students. Kristy responded that it can either be offered 3 hours a day or 6 hours a day so that it can now be offered in evening. Budget has to be done by end of fiscal year. [When is that?] He wants to fund the things with the biggest ROI for our students.

Katie—there are some curricular barriers to English Jam that she is trying to figure out. She met with Michael Peterson and Mike Sato to plan their Flex Day for March. Hopefully the Flex Day will not only help part-time faculty but also people teaching in other disciplines who are curious about how it will affect them. Now everyone will start in a transfer-level English class, so there will potentially be better alignment as long as students enroll in English early. Faculty feel ambivalent about changes—English has been working on acceleration a lot longer, and it might be more of an adjustment for faculty who are new to it, who have loved teaching basic English and math, who are linear learners and thought it made logical sense to do courses in order, with concepts building on each other. Putting students right in transfer-level doesn't make sense to people all the time. Also, it takes a lot out of faculty to teach those students in those classes. How can we distribute that burden? Co-reqs. Tutoring. Can we boost student tutor salaries? More marketing so that students know what to do to pass so that they don't have experience of failing one or two times? Do we need more Instructional Assistants with higher minimum quals.? If we have to keep the maximum quals. the Associate's degree, do we need more training for the IA's? Faculty burnout is real. People are excited to see it's the right way to go, but it's a lot.

Shawn—he went to a talk on trauma in one's educational experiences, and how it impacts students' learning. Tools were shared that he will share out. The barbership talk for Black history month was heartbreaking when students talked about what they have been through in education.

Jin—do faculty need training for differentiated instruction? Maybe we have a K-12 contact that could share a speaker or expert with us? Katie was excited about this option.

Katie—we need to have a Community of Practice, but it takes a lot of effort that is daunting. Burnout is real.

Shawn—the state frames expenditures in a way that encourages us to involve students. Katie noted that we had student co-inquirers. Shawn is willing to fund it.

Kristy—math has tried to do CoPs in math department but they are also asking part-timers to do online training, HyFlex training, equity efforts, onboarding open source textbooks. There is so much going on right now that it is a lot to ask them. Part-timers may not have much to give now. Summer is the best time to get training done but she doesn't know if things can be funded in summer. Shawn says that summer funding crosses fiscal years. Perhaps we can find a way to justify it.

Jin—do we have any contacts from K-12 world that we can hire for differentiated instruction PD? Shawn noted Principal Delgado in Oakland to ask for recommendations.

Amy wants to find someone who finds that particular expertise, though. You can then build CoP's off that. Amy provided language around PD in systems office AB705 plan checkboxes.

- “Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.”
- “Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.”

Amy has conflicted feelings about AB705—if we’re talking about “the many,” the decision is obviously the right one, but she doesn’t want to disappoint students who are choosing a course because they don’t feel ready. Hard to not be able to provide students with courses that they want. Each student matters, after all!

Shawn—if students are feeling overwhelmed, send them Shawn’s way. They need support. Not passing can be enough to make a student stop coming. Shawn wants to hire an in-reach coordinator. Helps with retention and persistence. That person would also coordinate student ambassadors. Equity issue. Relationships with people, being mutually accountable. He would like to see someone who has a community mental health background. They know how to approach people cold, monitor interventions, etc. However, minimum quals. are hard. He will bring job description to next meeting. Could put it in desired quals. But then also don’t want to dissuade potential people.

FT student life in the fall for Adria.

Amy—ongoing help for formerly incarcerated students is needed. A student Amy met with needs a cohort. He wanted to start a club—he is interested in social work. It would be nice to have something ongoing for those students. Amanda’s office can help with services. Shawn wonders why Renaissance Scholars never took off here. Help with self-disclosure so that students feel comfortable. Work with women’s jail has brought a lot of these women on campus. Bring Emerald in as well. We can’t legally ask. Chabot built their program because as they came out of Santa Rita Jail, they would be provided with a pathway into Chabot. Students were invited to connect and wouldn’t have to disclose anything at first. Emerald is researching rising scholars as part of her work at FCI Dublin. Even small groups we can’t forget who they are and leave them out. It’s a community that we need to serve. Native folks are another example.

Formerly incarcerated coming back onto DI list.

## 8. Next Meeting (March 17th) In-person or Virtual?

Let Shawn and Katie know about preferred meeting modality by March 1<sup>st</sup>.

## 9. Adjourn 3:28 pm